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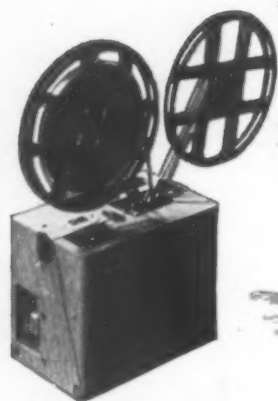
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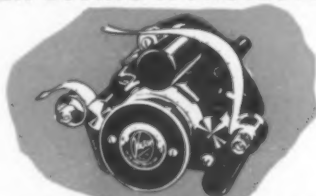


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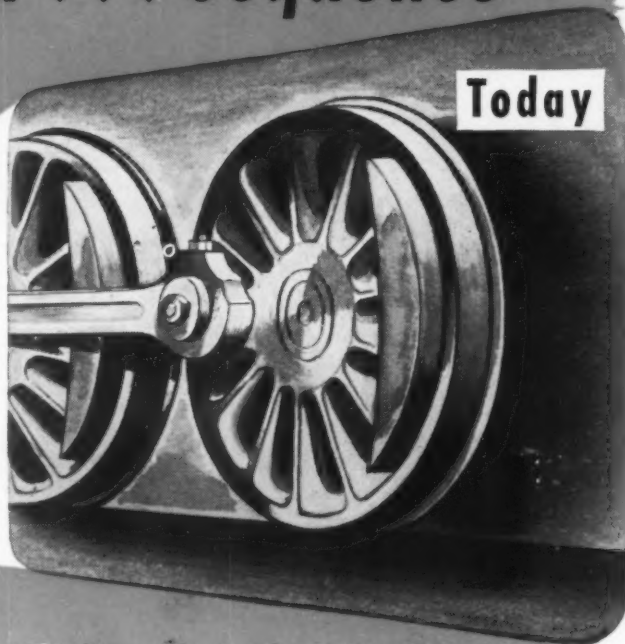


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HEADLINES

SALARY PROPOSAL

A minimum salary of \$2340 a year for all college trained teachers to be increased to a minimum of \$4000 after ten years' teaching is urged by W. E. Peik, chairman of the new nine member Commission on Teacher Education and Professional Standards.

The commission, in its first session at N.E.A. headquarters September 13, estimated that to finance such program it would take closer to the \$1,900,000,000 proposed in the new S. 2499 than the amount sought in the pending S. 191.

TEACHERS' STRIKES

A year ago, it was pupil strikes. This year it's teacher strikes. Teachers in Norwalk, Conn., who were on strike for more than a week over salary difficulties finally reached an agreement at a meeting called by the governor whereby they will receive an approximate 10 per cent raise. (See story on page 70.)

Other teachers' strikes occurred at Central Falls, R. I., and Portsmouth, Ohio, the issue in each case being pay increases. (Stories on page 70.)

RELIGIOUS EDUCATION

Compulsory religious education has been banned in the Detroit public schools. The board of education voted down a plan of the Wayne County Mothers Club to require daily recitation of the Lord's Prayer. The Committee to Maintain Separation of Church and State said that compulsory religious training would have little effect on juvenile delinquency.

CHICAGO SCHOOL LUNCHES

Last spring school lunches in Chicago cost only 8 cents. When school opened this fall, the price had been raised to 20 cents, an increase of 150 per cent. The new price caused parents to complain and business to fall

off 70 per cent which resulted in a loss of nearly \$24,000 to the school board in the first nine days of school. Prices were then cut to 15 cents, with the board wondering where the funds were going to come from to offset the operating losses they would have.

TEACHERS' WORLD GROUP

The World Organization of the Teaching Profession is a new organization born at a conference of educators of 30 nations held at Endicott, N. Y.

A constitution was adopted and other action was taken. Discussions hinged on the need for an international educational program that will make peace permanent. (Story on page 68.)

PARENTS SATISFIED

A recent Gallup Poll on the question: "Are you satisfied with the school your child goes to?" showed that 87 per cent of the parents are satisfied. Forty-four per cent believe

the teachers' pay is too low; 33 per cent think it about right; 2 per cent consider it too high; 21 per cent have no opinion.

As to whether teachers are doing their job well or poorly, 60 per cent feel they are doing it well; 29 per cent consider it to be fair; 8 per cent feel they are doing poorly, and 3 per cent have no opinion.

JUNIOR COLLEGE ENROLLEES

The 630 junior colleges of the nation have had huge enrollments. Students entering this fall number just short of half as many as were enrolled in all institutions of higher education in 1943-44. Among them are approximately 153,000 veterans and more can still be accommodated in certain states. (Story on page 86.)

AID EUROPEAN LIBRARIES

The preparatory commission of U.N.E.S.C.O. meeting in London approved the establishment of an international clearinghouse for books and another for museum objects to aid in the restoration of European libraries and museums. Their creation will be among the first problems to be considered when U.N.E.S.C.O. convenes in Paris in November.

PAY INCREASES IN N. Y.

Pay increases for 39,000 school employees in New York City have been recommended to Mayor O'Dwyer as a basis on which he could request additional state aid for education this year.

SURPLUS REAL PROPERTY

The Attorney General sustained the legality of the War Assets Administration's authority under the Surplus Property Act to dispose of surplus real property for educational or health purposes at discounts to users qualified to apply for such properties. (Story on page 76.)



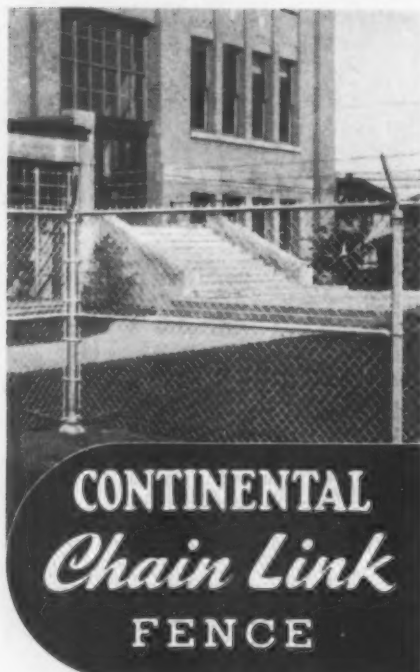
Acme

Children of occupation troops representing seven different nationalities attend school in Berlin where they are taught simple German phrases and expressions.

For full news coverage of the month, see news section beginning on page 68.

Published monthly by The Nation's Schools Publishing Co., Inc., 919 North Michigan, Chicago 11, Ill., U. S. A. Otho F. Ball, president; Raymond P. Sloan, vice president; Stanley R. Clague, secretary; J. G. Jarrett, treasurer. Yearly subscription, United States and Canada, \$3; foreign, \$4. Current copies, 35c each. Member, Audit Bureau of Circulations. Copyright, 1946, by The Nation's Schools Publishing Co., Inc. Entered as second-class matter Jan. 16, 1928, at the Post Office at Chicago, Ill., under the Act of March 3, 1879. Published on the 15th of the month preceding the date of issue. Change of address should be sent thirty days in advance of publication date.

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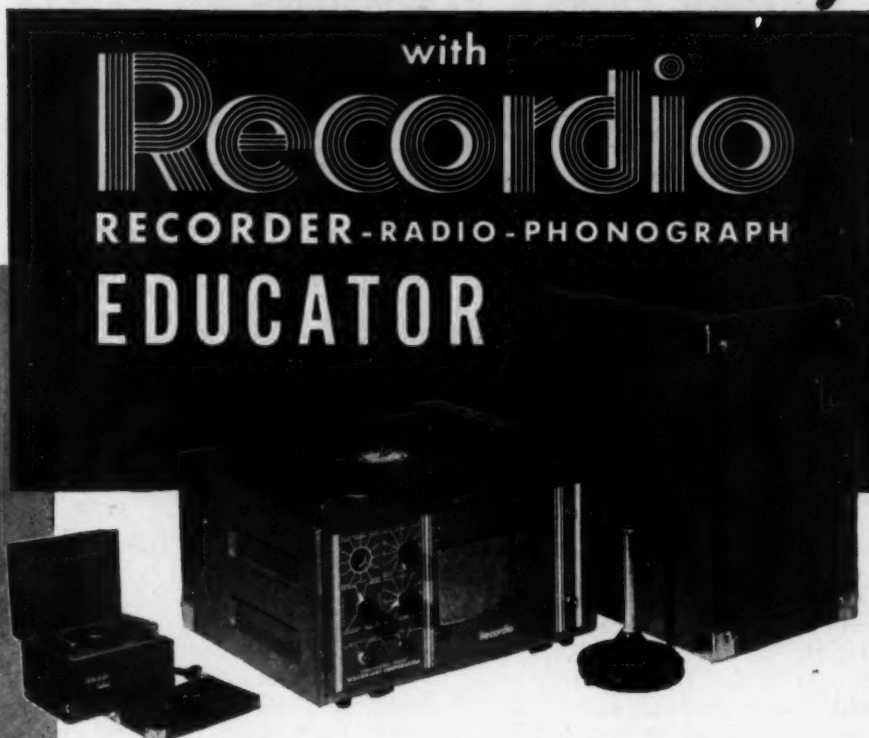
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139-31

THE ROVING REPORTER

Halloween Goes "Arty"

Halloween vandalism dropped almost to the vanishing point at Toms River, N. J., last fall because of a unique program sponsored by the Kiwanis Club in which the local merchants and school children cooperated. The gist of it was that the children decorated the shop windows of the town with appropriate Halloween paintings instead of smearing them with soap and grease.

One hundred pupils from grades 6 to 12 were divided into teams, each team being responsible for decorating a window in one of the 42 shops co-operating. Merchants offered \$100 worth of merchandise in prizes and the township committee contributed another \$100. Each team measured its window and prepared a small scale layout of its decoration in color which it submitted to the art teacher for approval. Two days before Halloween pupils were dismissed from school in order to paint their windows. Tempera paint was used, since it can be easily removed with water.

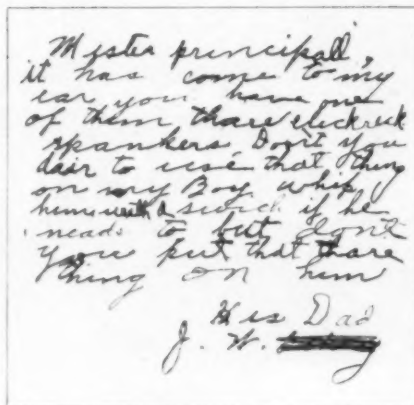
The work was surprisingly good and exceeded expectations. Many of the paintings remained long after the contest ceased. A few merchants, who had not signed up for the plan, implored the pupils to paint their windows, too.

Prizes were awarded at a block dance on Halloween sponsored by the town's two fire companies, with the school dance band providing the music. A costume parade preceded.

Although this unusual activity upset school routine for three days, it was felt that the result justified the interruption. Everyone was pleased—the merchants, the pupils, the parents, the fire companies, the Kiwanis Club and the citizenry in general.

A Trip in the School Bus

Alanson is a small community of perhaps 350 population on the northern peninsula of Michigan in the heart of the summer resort country. In the winter, the villagers see few "outsiders." The boys and men of the town fish through the ice and go hunting to supply the family larder, and many of the young people have never been farther from home than Petoskey and Mackinaw City.



Last May, 30 members of the junior and senior classes in the Alanson Township School, which has an enrollment of about 60, made a trip to Chicago traveling in the school bus. They stayed four or five days at a downtown hotel and saw the sights of the city, the only expenses to the parents being the pupils' breakfasts and their entertainment in the evening. It was the first time any of them had been to Chicago.

All during the school year, the boys and girls had worked to earn money for the trip in the spring. They gave bingo parties, dances and other entertainments. One year the juniors and seniors went to Kentucky on their trip. Another group went to Detroit. Next year's travelers hope to go to New York.

The school basketball team last winter won 21 of the 22 interschool games it played. The boys have no coach but practice every night and all day on Sunday, the school gymnasium being kept open for them for this purpose. Charles Brown is superintendent.

Teacher Recruiting Plan

The San Diego school system has tried a plan for interesting high school pupils in taking up teaching as a profession, with the hope that it will help to ease the teacher shortage in 1950.

Some 150 pupils, selected for their qualities of leadership and personality, regardless of any desire they might have to enter teaching, were taken on three visits to elementary schools, the object being to acquaint them with facts about the schools and give them

an understanding of the need for obtaining the highest type of young men and women to become teachers, so that they might interpret the need to their friends and classmates.

The committee in charge of the project made a report at the end of the visits stating that the young people were enthusiastic about the creative thinking shown by elementary pupils. Some asked permission to report on their visits to social studies classes, clubs and homerooms. One pupil spoke to a nonschool group and two to a counseling group.

Several volunteered the information that, as a result of their visits to the elementary schools, they planned to take up teaching as a career, and other pupils not included in the original group asked to be allowed to participate in the visiting program at the next opportunity.

School Social Service

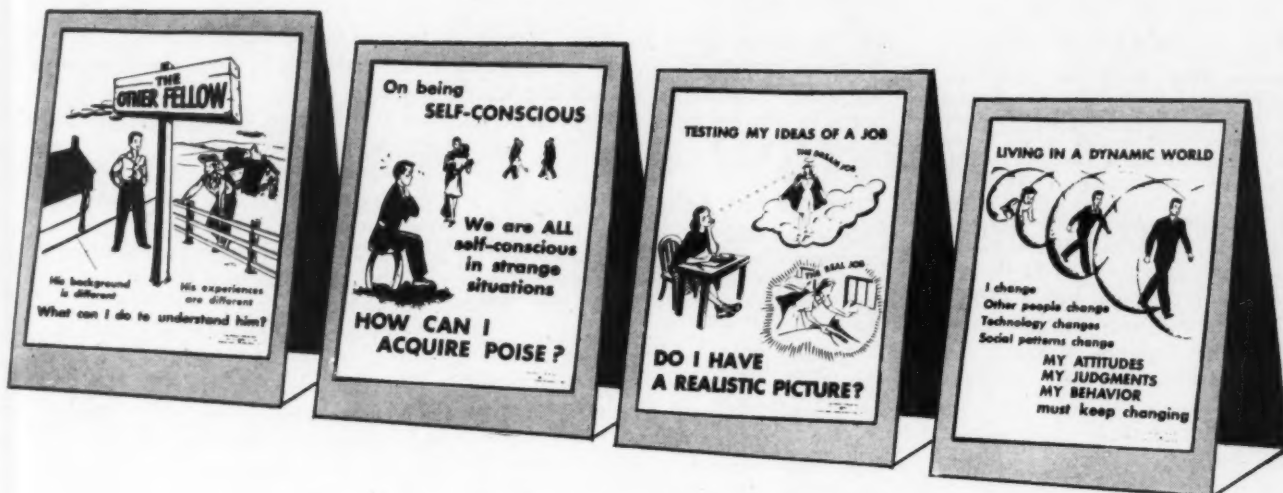
The Indianapolis schools have an assistant superintendent, William A. Hacker, who is in charge of social service. Working under him are a director, four district consultants, 25 home visitors and a psychologist. The objectives of social service are to keep children in school under conditions that make it possible for them to progress and to help teachers work with those children whose problems interfere with their success in the classroom.

Mr. Hacker is in charge of special education also, his staff for carrying on this work consisting of a director of special education and 72 teachers. This group is responsible for sight saving classes, hearing testing and lip reading, speech correction and improvement, classes for crippled children, the home bound, children in public hospitals, the mentally retarded and mentally gifted.

To acquaint new teachers and other school personnel with the services of this department, the board of school commissioners has published a handbook by Mr. Hacker which presents a survey of social service and special education offerings and the procedures and practices of the department. This is also of interest to lay readers locally, and social service and special education administrators in other school systems will find it helpful.

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QUESTIONS *and* ANSWERS

Betting on Basketball Games

Question: What would you do in the following situation? A town has had for a number of years excellent basketball teams some of which were good enough to win at tournaments. Gambling has grown up around the situation and become serious. It has even extended into the board of education to the extent of one member. At a recent game the timekeeper lost \$350. Many of the townspeople bet on games.—H.J.C.R., Ill.

ANSWER: I feel that one who is not on the scene and who does not know all factors in the situation is going out on a limb if he attempts to prescribe. Some possible avenues are:

If local sports writers are available, they will usually help in conducting a vigorous campaign for a clean high school sports situation.

If other members of the board of education are willing to take some action, that would be helpful.

Business men's organizations are usually available that are interested enough to resent any undue amount of gambling and are strong enough to bring about a change.

Parent groups exist which are usually decidedly against gambling.

If none of these groups is available, some others may be or some new ones might be organized that would be powerful enough at least to keep gambling away from the scene of the games.—CHARLES E. GREENE.

What Basis for Promotion?

Question: What is a good basis for promotion in elementary grades? Should it be on the basis of chronological or social development, or on academic progress or achievement?—J.H., Pa.

ANSWER: There are perhaps three clearly defined policies on promotion in various stages of general acceptance: promotion on the basis of grade standards alone, promotion on the basis of chronological age alone and promotion on the basis of social, physical, emotional and educational needs. There are few advocates of the first policy but the two others are a frequent cause of brisk debate in educational circles with some of the best minds in the field holding each position.

For further study of the question, the following references should be of value: "Pupil Progress in the Elementary Schools of New York State," Bureau of Instructional Supervision, N. Y. State Education Department, Albany, 1944, and "What Basis for Pupil Promotion"

by the undersigned in *The NATION'S SCHOOLS* for June 1945. The bulletin and the article referred to have many references to other sources.—WALTER A. LE BARON.

Respect for School Property

Question: How can we eliminate damage to restrooms, furniture and shrubbery on the part of pupils through the approach of making them "want" to preserve their school facilities?—S.D., Neb.

ANSWER: This is a long time program, beginning in the kindergarten, and it does not stop with graduation at the end of the twelfth grade. It means the kind of education which promotes loyalty to the school as an institution for developing right attitudes toward public property and toward the conservation of all resources whether they be economic, cultural, esthetic or religious. In our teaching we must not neglect desirable behavior as an outcome. Since the success of democracy depends on the behavior of its citizens, we must teach the right kinds of attitudes and give youths the opportunity to practice or experience correct patterns of behavior. Why should they not learn to be more thrilled at their ability to withstand the temptation, than to throw a rock at the street corner lamp?—HOMER W. ANDERSON.

Health Requirement for Sports

Question: Should health records determine who should compete in athletic activities?—J.R.M., Ill.

ANSWER: Our experience has been that good health records serve as a better basis for determining physical fitness for sports activities than do physical examinations. Boys going out for sports will seldom reveal to the medical examiner a history of past health defects. Many conditions cannot be discovered by physical examination even of the most painstaking type. Descriptions of these conditions, findings, treatments and recommendations by specialists or physicians in attendance at the time of disability are available from good health records. In recommending pupils for camp attendance, we find our health records more informative than separate physical examinations.

One of the better methods of determining physical eligibility for sports and the one we use is as follows:

1. The coach makes a list of students

desiring to participate in any given sport.

2. This list is given to the school nurse.

3. The school nurse "pulls" the health records of these pupils.

4. At an appointed time and place the school physician, nurse and coach meet with the pupils listed.

5. Each pupil comes up for inspection by the physician and his health record is reviewed.

6. Such examination is made as may be indicated. An extensive examination requiring x-rays of the chest or bones, an electrocardiogram, a urinalysis may be called for. However, with a health record indicating good health progress and no history of serious illness and with previous physical examinations essentially negative, a brief history and physical check have been found to be adequate for determining a pupil's physical eligibility for taking part in active sports.—GLOYD G. WETHERILL, M.D.

Wise Use of Library

Question: What can be done to improve the attitude of pupils toward using the study-library periods wisely?—A.O.B., Tex.

ANSWER: A library service club has recently been formed at Lincoln High School, Portland, Ore. Its members consist of girls who work in the school or central library and any others who are interested in books and reading and in learning library work.

The purposes of the club are:

To promote interest in the welfare of the library throughout the school.

To learn library technics and procedures.

To learn the proper care and use of books.

To train girls who can keep pupils and teachers informed about library resources in their respective classes.

To stimulate the reading of good literature.

Each girl is required to spend at least one period a week in the library learning its procedure and helping at the desk. Programs are informal book review meetings.

Teachers in freshman English and history classes collaborate with the librarian each semester in arranging for class visits to the library so that all pupils will learn how to use it early in their high school careers.

Teachers are constantly encouraged by

(Continued on Page 10.)

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Limiting Pupils' Activities

Question: How do you limit the number of extracurricular activities of high school pupils so that some will not be overloaded?—J.L.B., Ky.

ANSWER: During the war years, there was no such problem since about half of the pupils were employed outside school. Control of pupils' participation in activities in the past has been accomplished largely through individual guidance by the homeroom teacher and the school counselor rather than by a formal schedule of limitation.—H. E. RITCHIE.

Less Noise During Lunch

Question: How can we handle the school lunchroom situation at noon so that the pupils will feel free to talk yet not get too noisy?—J.W.A., Ga.

ANSWER: The first step toward the solution of the noisy lunchroom problem seems to be to soundproof the room. This brings about an almost unbelievable improvement. Under such conditions, ordinary conversation is not unduly disturbing.—WILLARD E. GOSLIN.

How Can We Interest Parents?

Question: How can we interest parents in the schools? They don't seem to care much whether or not school keeps.—S.D., Neb.

ANSWER: It is unfortunate that parents frequently take schools for granted. Schools are open every day; their children attend regularly; they have selected a board of education to run the schools, so why bother any more about the matter? A pretty good job seems to be done.

Therefore, this is one thing parents do not have to be worried about. If you want to know whether they really are interested in the schools or not, just close the schools down for a while. You will get some startling reactions.

If it is important to interest parents more than they are, try some parents' nights at school. Get them interested in school dramatics, debating and other activities in which their own boys and girls engage.

Set aside a special day or evening when parents run through their son's or daughter's school program; let the teachers tell them what they are trying to do. Organize parent-teacher associations and provide interesting programs in which the problems of the schools are discussed by all who are present.—HOMER W. ANDERSON.

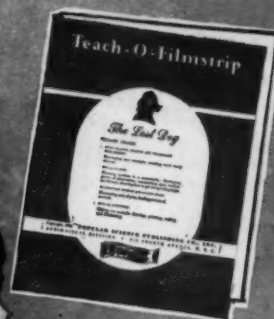
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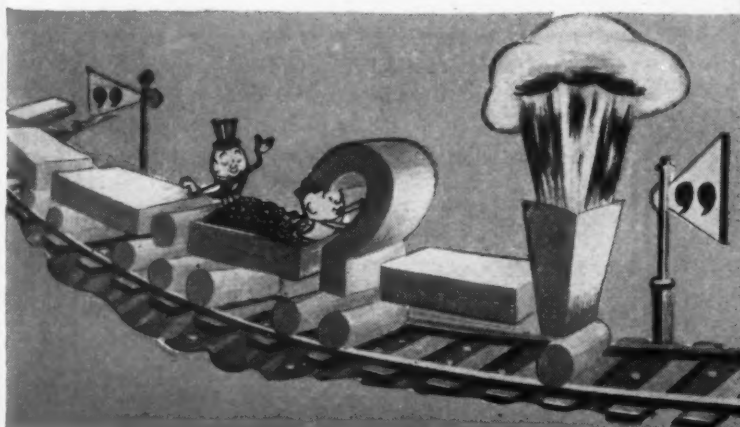
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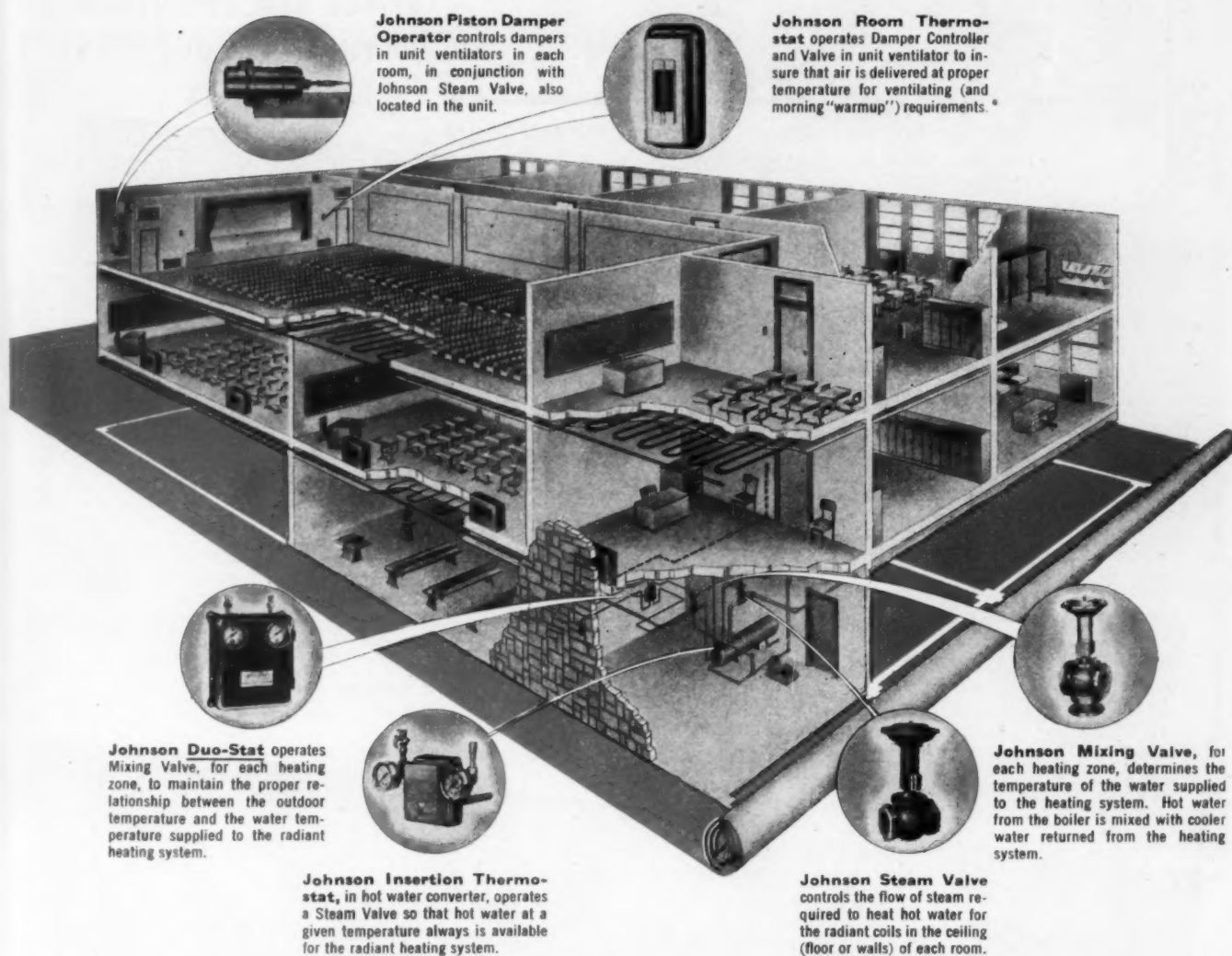
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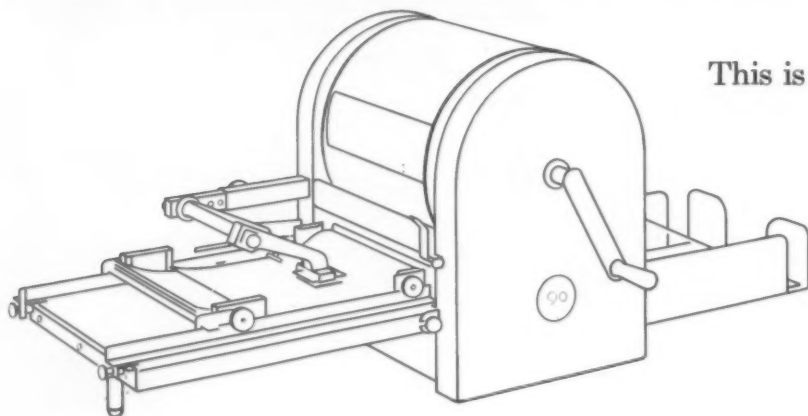
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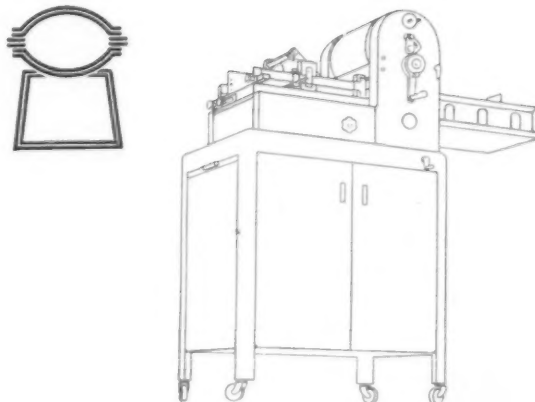
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LOOKING FORWARD

For the People

PROVISION within the community public school pattern for secondary education through the 13th and 14th years is a logical extension of the democratization of secondary school opportunity that started more than fifty years ago. Public secondary school extension has been cautiously made and still shows considerable lag with changing technological demands and the raising of the age for induction into commerce and industry.

California led the way in demonstrating the possibilities of broad terminal curriculums for these years in addition to providing an academic program for entrance into advanced education at university level. Quiet experimental effort in other states is also beginning to emerge in a form well adapted to the broad social and economic needs of those who are planning to complete their formal education at the end of the fourteenth grade. The integration of the upper four years of secondary education (11 through 14) into a well balanced instructional organization known either as the senior high school or as the community college is at once sensible and logical administratively.

A parallel but socially less desirable separatist tendency has also been developing in the independent two year junior college. This agency is too frequently organized as a highly academic and narrow imitation of the conventional liberal arts college. Since one of the fundamental reasons for the community college movement has been the desire to escape from the academic strait jacket of the traditional college and serve the entire community instead of merely a highly favored few, any tendency toward a narrow academic university preparatory curriculum seems of doubtful value.

The organization of the eleventh through the fourteenth years in a single agency closely knit administratively with the lower secondary and elementary schools and dedicated to meeting the economic, educational and social needs of the entire community, free from the hampering restrictions of conventional regional and university accrediting, makes it possible to over-

come the weaknesses inherent in the narrower concept. Before translating postwar secondary school plans into permanent buildings, it is advisable to make certain that adequate flexibility and expansibility exist to provide for addition of the 13th and 14th years.

All Year School

THE need for the organization and operation of public schools on a twelve months' basis should be squarely faced by school boards and administrators. The problem cannot be solved on the patchwork basis now in general operation or by a plan that patently exploits the most important asset of the public schools, the teachers.

The two semester or three term organization of American public education, with its long summer recess period, originated in the needs of an agricultural economy which called for extra manpower during the heavy harvest season. Rural children went to school when they were not needed on the farm and, without any of the reasons for this organization of school time today, city schools have blindly continued the traditional pattern.

During the last generation the demand for makeup courses in academic subjects and the desire for recreational programs have produced an informal and haphazard type of all year school in many cities. As school systems grew in size and instructional programs grew in complexity, a partial all year round administrative and operating system developed in city school systems. The superintendent and his office, along with plant and clerical personnel, have gradually been employed on the twelve months' basis. Summer months were used for repairing and cleaning the plant, obtaining and distributing supplies and, more recently, for instructional planning. Teachers have been forced to accept at least a two months' layoff every year without pay.

Teachers and principals are now frequently required to return to their work from one to two weeks before school opens for intensive in-service training programs and organizational work. In some systems they are

also required to donate as much as a week of extra service at the close of school in June, or from two weeks to a month without pay! Other continuing planning requirements are made at the expense of the teachers during the regular school year by extending their work load to fifty and sixty hours a week.

Public schools can no longer be operated successfully on anything less than a twelve months' basis. Continuing planning, more adequate appraisal of work accomplished, better study of child growth and development, all require more time. This statement does not imply that the children will be in formal attendance during the entire year. It is entirely possible that formal organization will even become sufficiently flexible to permit shorter units of study throughout the year balanced with observation, travel and recreation as well as with work programs. Possibilities for improved schools operated on an all year basis are almost limitless.

Teaching remains the only profession in which the individual is employed and paid for nine or ten months and is required to take a two to three months' annual layoff, to spend his own slender savings for advanced work, to buy his own tools and equipment and, in addition, to furnish from two to four weeks of payless service annually. In any other economic or social activity these procedures would be called highly exploitive.

The public school teacher should be placed on a twelve months' work year as soon as possible with an annual month's vacation with pay, a work week not in excess of forty hours, provision for in-service training at district expense and essential travel with pay.

Equal Pay States

THIRTEEN states and the District of Columbia now have statutes in operation which forbid discrimination in the payment of teachers' salaries because of sex, according to the research division of the National Education Association.

California has the honor of having been first (1874) with Wyoming second in 1890. Three more states, Texas (1905), Nevada (1911) and Oregon (1915), and the District of Columbia (1916) comprise the group that took this forward looking step prior to World War I.

Between 1919 and 1928 six more states joined the first group, including Montana and Washington in 1919, New York and Maryland in 1924, New Jersey in 1925 and Louisiana in 1928. Connecticut and Massachusetts in 1945 have been the first two states to pass antisex discrimination statutes since World War II.

If the next decade continues the advance made by these pioneering states, most of the remaining states should join the antidiscrimination group. In keeping with this movement on the part of the states, there has been a proposal for a federal statute as well. As

stated in the January 1946 issue of *The Nation's Schools*, Secretary of Labor Lewis B. Schwellenbach gave full approval to the proposal for the elimination of sex discrimination, commenting that "Women have fully proved their ability as workers during the war. . . . The proposed legislation is also desirable from the standpoint of preserving wage standards and consumer purchasing power."

Equal pay for equal preparation and service should continue to be the principle underlying just and sensible salary practice; there must be no discrimination on the basis of either sex or color. Such discrimination is flagrantly undemocratic.

A Mother's Opinion

MILDRED WELCH CRANSTON, in the prize winning *Atlantic Monthly* essay (July 1946, pp. 106-8) on "The Modern Woman's Place in the Home," calls attention to a theme frequently played in these pages—the social value of a secondary school which provides for specialization within the framework of a common curriculum.

In her opinion the democratic social unity which characterizes the elementary school is destroyed the moment the children enter the secondary school and are divided into groups for specialization in mental or manual tasks. Social cleavages develop from this division which cause the mental worker to lose contact with and understanding of the problems of the manual worker and so help to create and perpetuate the social distinctions, racial attitudes and economic rivalries in the community at large: the stuff out of which wars are made.

Mrs. Cranston pleads for the elimination of segregation in secondary schools in the interests of a greater equality of educational opportunity for all. She also suggests the need for the cooperation of home, school and community in solving community problems.

It has long been our belief that the function of the public school is not only to develop individual or economic efficiency but also to maintain and improve the democratic way of life. In order to achieve this end, the teaching profession must drop its conscious and unconscious snobbery concerning the relative value of mental and manual learning and parents and community leaders must be reeducated to a new belief and practice in all principles vital to America's realization of democracy.

There are some bright spots. The gradual reorganization of secondary education through the fourteenth year would acquaint all children alike with their cultural heritage. And the growing emphasis on adult education may help to clarify the democratic tradition and strengthen democratic practices.

The Editor

The NATION'S SCHOOLS



WILLIAM C. BAGLEY

Master Teacher

WILLIAM CHANDLER BAGLEY, one of the master teachers of America, died July 1. Combined with his extraordinary skill in teaching were his personal qualities of rugged honesty, unfailing courage and kindliness which made him one of the most influential teachers in the country. His life was devoted to the realization of democratic ideals through a democratic public school system. He hated sham, pretentiousness, snobbery and, hence, the pseudoscientific, pedagogical double talk of educational "radicals" and administrative stuffed shirts.

William C. Bagley was born in Detroit on March 15, 1874, and was graduated by Michigan State College of Agriculture in 1895. The panic of 1893 had generated a depression and, in order to eat, young Bagley accepted a job in a one room school in a tough sawmill town in Michigan's Upper Peninsula. Although the job was taken as a mere bread and butter stopgap, he found to his surprise that teaching was both interesting and provocative. The social implications of teaching caught his imagination while the current methods of education aroused in the young scientist a desire to improve the bumbling pedagogy of the time.

The summer of 1896 found him at the University of Chicago where he discovered a movement developing that was to become the foundation of today's scientific interest in education. Bagley returned for a second year to the little school in the woods and then borrowed money to study experimental psychology and education at Wisconsin, going from there to Cornell where he completed his doctorate in 1900. Then the St. Louis public schools offered him an elementary principalship, which he accepted. Bagley was the only man in the St. Louis system with an earned doctorate, but superintendent and supervisor wisely overlooked that fact and proceeded to give him the Blewitt-Soldan course in practical supervision.

In 1901 he married Florence MacLean Winger and moved west to Montana State Normal College as

professor of psychology and teacher training. Soon he was also town superintendent of schools. By 1905 he had finished his first book, "The Educative Process," in which he tried to formulate a scientific theory of education on a psychological and biological basis rather than on a philosophical one. He went to the University of Illinois as professor of education in 1908, remaining at Urbana until 1917 when he accepted the chair in teacher education created for him at Teachers College where he taught up until the time of his retirement in 1940.

Between 1905 and 1938 Dr. Bagley produced 20 books, collaborating with Beard, Kyte, Learned and others on several studies. His "Determinism in Education," published in 1925, remains a contribution that should be carefully studied by "guidance specialists." This book grew out of the Bagley-Terman debates of the early twenties, its main thesis being a repudiation of the antidemocratic implications inherent in deterministic psychology. It produced a healthy reaction against uncritical acceptance of shallow psychological experimentation and unsubstantiated generalizations.

In the middle thirties, Dr. Bagley led the movement generally known as "essentialism" against the frothy fringe of extreme progressivism, a highly emotional struggle between the ultraradicals and the more conservative scientists in education. He was thus labeled "The Great Conservative," but actually he was a wise and impartial servant of public education who dared to stem the tide of unsound theory and dubious practice.

From 1920 to 1925 he edited the *Journal of the National Education Association* and in 1939 he took over the editorship of *School and Society*, holding this position until his death in July.

William Chandler Bagley was held in high esteem by his colleagues, and his triple contribution as teacher, author and editor, combined with his strength and fineness of character, enrolls him among the host of those who have loved democracy and the public school and have spent their lives working for both.—ARTHUR B. MOEHLMAN.



Overemphasis on work experience is a threat to our ideals of public education.

The Case *Against* Work Experience

Wartime expedient becomes peacetime fetish

ALEXANDER FRAZIER

Secondary Curriculum Coordinator
Los Angeles County Schools

A WORK experience program was something the schools had to have, yes, just as industry and the war effort in general, under the manpower shortage, had to have some of the nation's school age youths, at least some of the time.

With enrollments declining because of the enlistment of young men, schools met the threat of further losses with admirable alacrity through the wholesale readjustment of schedules to permit half days at work and half days at school.

This arrangement was successful not only in relieving partially the crisis on the labor front but also in retaining in school large numbers of young persons who would have dropped out altogether had not such a compromise been effected between the attractions of work in industry and the interests of the school.

However, we were not satisfied with our cleverness in having devised such a plan, not at all. We began to talk about its virtues. Work experience, we said, provided "real life" motivation, developed a sense of responsibility, aided pupils in attaining maturity, satisfied needs for recognition and prestige and did various other things.

Now that the war is over, we are still inclined to extol the value of work experience. We have talked ourselves into believing that what we had to concoct as an expedient to help the war effort, and particularly to keep our pupils in school, has such virtues in its own right that we should retain it in our peacetime program. We should know better.

We should remember that we have fought, as a school but more importantly as a society, a long battle to

make it possible for American youths to live full, free lives as children and adolescents, without the burden of having to work for pay. If we have not yet rebuilt our curriculum to meet the needs of our newest charges, at least we have encouraged in our schools an enormous growth of after school activities that supplement the present rigidities of the classroom.

From 3 o'clock on in most schools across the country, pupils who are free from the necessity of working for money gather on the athletic fields, in the workshops and laboratories, on the stages, in the offices of school publications and in the rooms of the teachers who sponsor clubs. And there they talk and work together while taking part in the endless variety of activities that even the most hidebound of secondary schools now provide.

Some pupils in normal times unfortunately still have to catch the bus into town to work because they have to help pay for their education. But we are already talking about remedying this condition through a system of federal scholarships,¹ for we know that the pupil who has to forego the experience of after school life is los-

¹ Proposed among other provisions to equalize educational opportunity by W. Lloyd Warner, Robert J. Havighurst and Martin B. Loeb in "Who Shall Be Educated?" Harper and Brothers, 1944, p. 165.

ing opportunities he should enjoy. We should know better than to try to fasten upon ourselves a work experience program that will deprive youths of so much that we have to offer. However, to be just, there have been elements in our background thinking that have tended to make what we said about the wartime work program stay with us.

There was the conclusion that we had just drawn from Howard Bell,² who had shown us that for most jobs today in the semiskilled and unskilled classes toward which the 1940 census figures show us we are moving, not much more in the way of training is demanded of prospective employees than that they should have had some previous experience.

In line with Bell's recommendation, we had begun to talk about training in general rather than specific vocational "skills." A pupil should know how to handle tools, how to assume responsibility and, in short, how to behave like a worker with a job.

There was also our experience during the depression with federal youth agencies. Both the C.C.C. and the N.Y.A. made us work conscious. They made us aware, as well, of how much help many of our pupils sometimes need in order to remain in school. They made us realize, almost traumatically, that the public school as we knew it could never compete with an institution that provided young people with both maintenance and schooling.

Memories of N.Y.A. Experience

It is not impossible that our memories of the unhappy encounters with the N.Y.A. remain in the back of the minds of some of us when we regard the work experience program. May we not be thinking that if, through a system of part time work in private employment, we could supply the needy pupil with the money he has to have, we would then ourselves be able to control his educational life without interference?

Perhaps we might better be turning our energies toward working for federal assistance through the granting of scholarships that would relieve the need of pupils in both normal and depression years without in any

way imperiling local school control. However, most significant of all the substrata upon which our thinking about work experience has been built, and the one of which we are least conscious, has been our failure in the secondary school to arrive at a program that by its immediacy can compete successfully with the attraction of paid work for the great numbers of pupils who are ours, more or less involuntarily.

Larger Attendance Before War

When before the war we were proud of the fact that, the country over, nearly three fourths of the youths of high school age were in school, we may have taken for granted that as school people we had had a great deal to do with that phenomenon. Yet, in sober thought, we knew that the factors that had sent these pupils to us rather than to work were ones over which we had had little control—depression, nearest of all; the social pressures that had made the employment of youthful workers inhumane; the dwindling of apprenticeship and the recruitment of workers into the ranks of semiskilled and unskilled labor, dramatized during the thirties by the battle between the A.F. of L. and the C.I.O., and the emergence of the battalion of service "industries" that required no training of their workers except that provided on the job.

It is true that we had begun to make more or less of an effort to keep our newest pupils, once we had them. We were talking on a large scale of individual differences. We were talking of training for citizenship, of junior colleges and terminal courses; we were talking finally of general education. Yet any observer of the actual practices in the secondary schools of the United States will grant at once that we had and have really done very little to alter our curriculum to meet the needs of these new pupils of ours.

Work, then, because during the war years it meant so much more to some of our pupils than what they would have had in the schools alone, forced us into the compromise of part time work and part time school. And it is undoubtedly true that under the work experience program some of our pupils found school more palatable, since they had less of it. But we have not bowed

our heads in shame before this fact. We have chosen to dignify rather than deplore it.

We have been, in fact we now are, tempted to maintain that program, threatening as we must know it to be to the right that belongs to *all* of our pupils to have a full share of the learning opportunities that come only in the all day schedule; threatening as we must know it to be to the successful solution of the as yet unmet problem of what to offer these newer pupils in our secondary schools, and threatening as we should see it to be to our whole school future in the face of our awareness that in every community there are powerful forces that would like only too well to see the school relinquish a portion of its present control over youth.

We do not need to identify these forces except to indicate that those who are behind them are the ones who are most zealous for retaining the rigidities of our present curriculum, who would like to see more devotion to chronological history, for example, and less to social studies; more emphasis on Latin and less on foreign cultures; more interest in grammar and not so much in propaganda analysis. They are the ones who would jump at the chance to see that those pupils in particular who would be most tempted by work should be put under the supervision of the "right" kind of laymen.

This Is Unforgivable

To make a virtue out of an expediency in wartime, then, is one thing, human enough and understandable. To make a virtue out of the same expediency, for whatever reasons, in peacetime can be unforgivable. All that we knew we needed to do before the war to make our schools fulfill the needs of our vast new numbers of pupils, we still know and we still have to work at, hard and long. Anything that interferes with that task is to be condemned.

Talk about the virtues of the work experience program as such is nonsense, potentially dangerous nonsense, as has been pointed out. The sooner we admit it and turn again to meet the vast true problem before us, the sooner we can begin to realize the objectives we had set ourselves before the war stopped us where we were, dead in our tracks.

² "Matching Youth and Jobs," prepared for the American Youth Commission of the American Council on Education, Washington, D. C., 1940.



Teachers have no kindly feeling for the snoopervisor.

Scene: A typical well organized school.

Primary Action: Miss Jones surreptitiously glances from her classroom window and beholds an automobile draw up to the curb and a figure alighting. Her jaw drops. She becomes nervous, summons a pupil, John, gives him a piece of chalk and instructs him to take it to Miss Smith in room 204.

Secondary Action: John enters 204, presents the chalk and repeats the passwords, "Miss Jones says you'll need chalk today."

Within a few minutes, hurricane fashion, the entire faculty has become alerted. "He's in the building."

The Central Character: Whatever action ensues is focused upon the central character, the supervisor. The show is his. He directs the production.

When the supervisor establishes a cordial spirit of cooperation, the chalk or symbolic text passing becomes reduced to a minimum. Supervision assumes its real rôle, the improvement of learning, the formulation of theory and philosophy through concerted committee discussion, the planning of suitable activities, the organization of effective units of subject matter and the development of valid standards of

achievement. Distrust and discomfort on the part of teachers disappear.

But when the supervisor doesn't establish rapport between himself and the teaching staff, he creates distrust. Teachers are not at ease in his presence. There is no bond of harmony and mutual give and take.

Many of us are aware of cases in which supervision has become snoopervision. No one school system has a monopoly on perfect teachers or supervisors. In the field of snooper-vision we find:

The Doorway Snoopervision

Miss Ecks doesn't believe in direct observation . . . it's too distracting; so she snoops. She peeks into an open doorway, stands where the teacher cannot see her and makes mental notes. These she later transcribes into written messages and places them in the teachers' boxes. On one occasion a teacher found

the following curt note, "Why do you permit comic books to be read in class?"

The recipient was perturbed. She didn't stop to ask herself, "Is my discipline poor? Are my pupils bored?" Oh, no, all she could think of was . . . So I've been spied on!

Miss Ecks might have achieved better results with other methods. She might have entered the room, become familiar with the personnel of the class and then conferred with the teacher informally. She might have found something good upon which to comment and, finally, called the teacher's attention to the weak control. Or she might have presented the comic book problem at a faculty meeting, elicited discussion and then stated her point of view.

The Ignoramus

A new teacher, eager to succeed, encountered the supervising principal and requested comment on his observation. "My dear Miss Smythe,"

Snoopervision

he replied, "you know absolutely nothing. I've been in this game almost thirty years and I find I don't know anything either."

With this bit of "sapistry" he dismissed the disappointed teacher. He dismissed her for all time because, even though his remarks were facetious, he closed the door of assistance upon her. He had undermined her confidence in him. He had destroyed an excellent opportunity for guidance and "give and take" conversation.

The Teacher Disciplinarian

Miss Tee was a newly appointed supervising vice principal who imposed military discipline upon pupils and faculty alike. She enjoyed a reputation of teacher intimidation. "Frighten or embarrass them and you'll get what you want," she was heard to say.

Her favorite words were "foolish" and "I'm provoked." About an un-

satisfactory lesson plan she'd remark, "Your plan is foolish." Poor timing was foolish; weak motivation, provoking.

One day she burst into a noisy classroom where a substitute was in charge. "Miss Jones," she fumed, reprimanding the teacher before the class, "I'm provoked with this lack of discipline. Please see me in my office at the end of the day," and she stormed out.

From then on the class enjoyed a field day. Miss Tee had bawled out the teacher. She had to stay after school.

In the interview that ensued, the substitute defended herself. She pointed out that this was her first visit to the school; that she'd been called that very morning and had found on arriving at the school neither a plan book nor a seating chart nor a roll book; that she'd received good ratings in other schools, and that she resented being scolded before the group of children

naught since they are invariably re-statements of the principals' verdicts.

Perhaps it would be better if Mr. Jay did more actual observation. Having developed rapport, he is in a position to serve as an excellent counselor.

The Grapevine Climber

Miss Kay is addicted to listening in on the grapevine and squeezes juicy bits of gossip therefrom. She allows what she hears to color her remarks and reactions to teachers.

At the noon recess she ambles about the lunchroom listening to gossip. One day she overheard two pupils criticize a teacher.

Thereafter Miss Kay confronted the teacher and, using a frontal attack, demanded, "Why do you play favorites?"

The teacher explained that the girls who had been talking about her were probably jealous. She admitted encouraging a boy who was supporting a widowed mother and

never reveals the secrets it contains. One audacious teacher had the temerity to ask Miss Emm for criticisms she'd recorded and was abruptly told to mind her own business. "Your job is to control the class and not to pay attention to what I'm doing in your room."

Miss Emm was no supervisor. She was a spy, a secret agent. She didn't help teachers. She alienated them.

All supervisors, of course, are not snoopers, just as all teachers are not failures. What we need to do in many systems is to reorganize the fundamental philosophy of supervision from the head down and then introduce effective methodology.

We must erase the sting of the snoopers and substitute for it the benevolent assistance of the supervisor-counselor who puts a teacher at ease, listens courteously, asks unobtrusive though effective questions to help a teacher think a point through; who seeks to understand the teacher's problem as well as her point of view and then, when necessary, leads her to modify it herself instead of forcibly imposing a difficult one upon her.

The effective supervisor is constructive, forward looking and free from prejudice. He knows the immediate needs of his community by taking part in its social life. He is democratic and never jealous of his authority. Nor does he demand regal subservience. He is sympathetic and sensitive to all human factors involved. He knows that human beings progress and thrive upon recognition, praise and security and he supplies these as he can by encouraging and not stifling the latent talent in his staff.

The effective supervisor plans his observations. He tries to know the abilities and backgrounds of both pupils and teachers. He plans his visits with a definite purpose in mind and organizes follow-up conferences. He finds something good in every lesson, gets the whole picture and suggests improvements.

The effective supervisor encourages group endeavors. He knows the value of the Hawthorne experiment of worker participation in administration. He borrows from it.

The effective supervisor is never a snoopers, never an inspector. His schools need no semaphore, no warning of "Pass the chalk along."

s or Supervisors?

Pictures of some familiar characters

who thereafter lost respect for her. The vice principal mellowed. She didn't know all the facts. Furthermore, she even apologized and said she'd lost her temper because she was so provoked by the noise.

Loss of temper and effective supervision are incompatible. Personal feelings and an unbridled temper are not conducive to supervisory assistance.

The Cheer Dispenser

Mr. Jay is cheerful and easy going. He likes people but hates to criticize them; therefore, he visits schools as rarely as possible. However, he is a secondary school subjects supervisor and, as such, must grade teachers. So he walks through corridors, peers into rooms and waves a cheery "hello." Teachers return his salute. He is popular. But when Jay marks teachers, he has little definite information at his command. Hence, his marks count for

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younger brother and who was also trying to do well in school. The boy needed encouragement and she gave it.

Miss Kay had made two grievous errors. She had snooped and she had accepted gossip without checking its veracity. Needless to say, she is distrusted. Teachers hesitate to consult her because they are fearful of becoming subjects of banal conversation. As a supervisor, Miss Kay has failed to win their confidence.

The Recording Secretary

Miss Emm carries a large notebook with her each time she observes. She ensconces herself in the rear of the room and proceeds to record notes voluminously. Her black book is a secret treasure. She



Begin by meeting him at the bus or railroad station.

ABRAHAM LINCOLN once referred to a rat hole in the corner of an office as "something that will bear looking into." There would seem to be little in common between Lincoln's anecdote and the current subject of speaker productivity. Experience, however, suggests that the latter also "will bear looking into."

Boards of education, teacher organizations and other professional groups frequently are known to search the records, scan the air lanes and write professional associates for suggestions as to qualified speakers. They freely pay a large honorarium to some individual with the apparent thought that money alone will assure a successful engagement but this is not always the case.

Give Him These Vitamins

Experience shows that something more is required. Just as there are certain things which militate against effective speaking, there are certain others which act like vitamins to a speaker and will stimulate him to his best efforts. What are these factors and how can they be put into use?

Someone asks: "Why is it that a speaker will address an audience in one city and receive a tremendous response while in a nearby city a few weeks later, in giving the same

address, he will fail to cause a stir?" It may well be that conditions were right for a good speech in the first city.

By way of proper preparation, it is well to send a follow-through letter to the speaker a week or so before the scheduled engagement. A marked copy of the printed program mailed to him in advance is a courtesy greatly appreciated. The exact place of the meeting should be clearly stated. Taxi drivers appear occasionally to find it profitable to confuse the board of education building with the board of education shop building or Central High School with Catholic Central.

Of equal importance is the need for informing the speaker of the specific time of the meeting. A city may operate on Eastern Standard Time and the trains arrive on Central Standard Time. One school system has a policy of noting all important details, such as those just mentioned, on a card of billfold size for forwarding to the speaker a few days prior to the meeting.

In planning to get the most from your speaker, make him feel like something more than a paid servant. Have someone meet him at the train or bus upon his arrival. Of course, he can shuffle for himself, but the fact that some one person or a welcoming committee is on hand to greet him assures the guest

How to Get the Most Out of Your Speaker

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Illustrations by Janet Nelson
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that his appearance is anticipated with pleasure and interest. If the speaker's mind can be freed from some of the demanding details of travel, he can give more thought to the immediate address.

Persons contracting for the speaker's service as well as the audience have much to gain beyond the benefits of the immediate address if they will assign someone to serve as manager for the speaker during his stay. Attention by the manager to all details, such as train schedules, hotel check-out hour and contacts with important local school and committee officials, does much to free the speaker's mind from the annoyance of trivialities. At the same time the host will have an excellent opportunity to become acquainted with the speaker and to assist in adapting his experience and knowledge to the solution of local problems.

Famous Architect Has His Say

A popular columnist writing for one of the nation's leading dailies recently had this to say about a scheduled appearance of the famed architect Frank Lloyd Wright who was scheduled for an address in a busy industrial city.

"He arrived in town on a slow train, found the committee had forgotten to meet him. He finally took a cab to the leading hotel, discovered it had no reservation for him and the hotel clerk didn't know Frank Lloyd Wright from a load of hay. He finally located shelter in a fourth rate fleabag in the industrial section only because the lady manager gave up her own room. Next

evening the city folks gathered at a sumptuous banquet, gave Wright a wonderful introduction and sat back to purr. Wright got up and tore the town apart, told the burghers what he thought about them and wound up by predicting he'd never be invited back—he hoped."

Richard Halliburton, considered at one time by many as the nation's No. 1 speaker, tells in one of his books how he "invested" in his audiences in accordance with the reception he received. He specifically mentions one city in which the citizenry turned out in force, headed by the school band, to greet him as he stepped from the train. He insisted that he spared no effort in this instance to see that his audience received his best.

Details That Help

Advance information of the mechanical setup of the lecture platform is a detail that will help put your guest at ease. A lighted lectern may add considerably to his productivity. Few things give a speaker more confidence than a good voice. This can be fortified by good acoustics. A well engineered, mechanically correct public address system will help overcome improper acoustics in a room or auditorium.

Despite the opinions of Emily Post and others, to get the most from your headline speaker do not put him last on the program. A weary audience, a long program, the desire of the listeners to move on,



Don't put him last on the program if you want him to do his best.

plus an unnerved speaker who begins to wonder whether he can make his next date and just what he can cut from his planned address, add up to anything but a successful engagement for the one on whom good money is being spent.

One of the greatest dampers to good speaking is the yawning chasm created by rows of vacant seats immediately in front of the lecturer. Such a gap constitutes an almost impossible handicap even for a pair of iron lungs.

Give Thought to Question Period

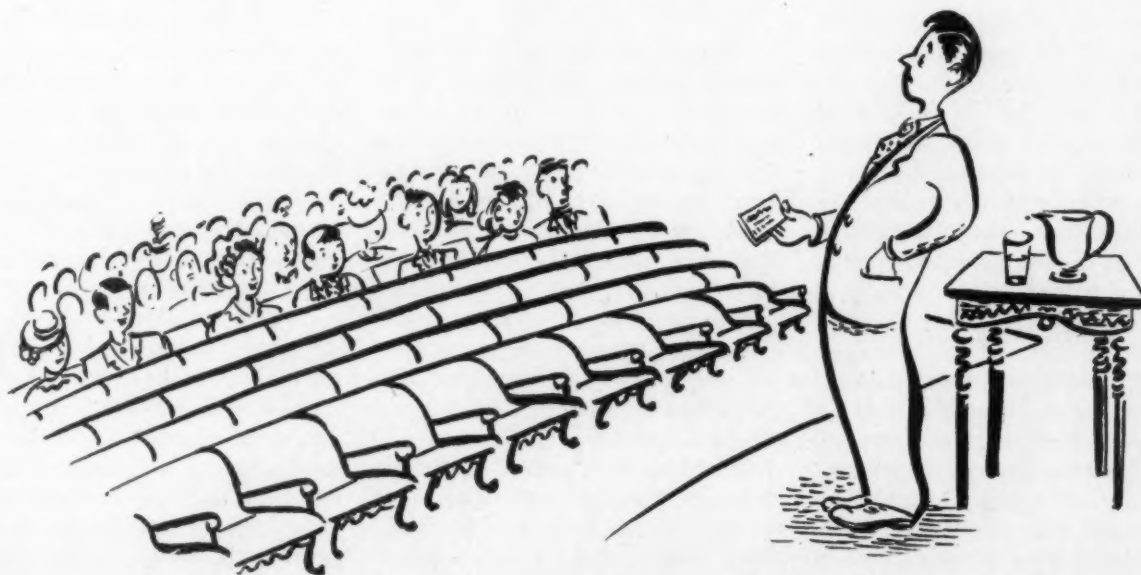
It frequently happens that the program is to conclude with a question period following the speaker's address. Questions presented by "plants" in the audience are more effective than those asked haphazardly. Planned questions start the discussion and obviate the em-

barrassing quiet which often ensues before the first question is volunteered. The formulating of questions on slips of paper which are sent up to the platform is oftentimes a help. This gives the speaker an opportunity to review several questions at one time.

Since graduation exercises still claim the best from a speaker, rightly or wrongly, it is up to the school heads to follow every suggestion that will help the man on the platform do his best to inspire parents and pupils on this momentous occasion. Money alone will not do it but foresight, planning, pupil attention and the cooperation of all concerned will accomplish much in obtaining this result.

Favorable Conditions the Secret

To get the most from your speaker is but to say, "Put a lot of thought into making conditions favorable for him to speak." Give him every opportunity to concentrate on your problems and to plan his address in accordance with your needs, insofar as is possible. See that your audience is on time, that it stays through the address and remembers that Americans go to the front. Do not fill the program with a lot of "fire sale merchandise." If there are several numbers on the program, give the featured speaker a prominent place and at least a fighting chance. You may be assured of his appreciation of this courtesy on your part.



Don't discourage him with several rows of empty seats to talk across.

MERIT PLAN *for* Nonteaching Employees

keeps them happy in San Diego

THE merit plan of the San Diego city schools, which ensures fair selection of nonteaching employees and offers them security and permanency, has been in existence for more than five years. Non-certificated employees of our school system have pronounced it a success. The community has generously accepted the plan as a natural part of a civil service program for all public employees.

This enthusiasm on the part of the employees and generous acceptance on the part of the public are appreciated by the board of education, especially since three of the first few years of the merit plan's existence were war years in which it was difficult to get and to hold good employees. Undoubtedly the merit plan helped the school employment situation at a time when local defense industries were competing heavily for all available manpower and womanpower.

Jobs Analyzed and Classified

In 1940, when the plan was established, all nonteaching positions in the school system were subjected to a complete job analysis and classified on a five point salary schedule. The classifications were numbered 1 to 15, and the steps were lettered A to E. The position of a new employee in the lowest classification would be 1A

and this employee in a period of five years would reach 1E, the maximum for his classification. He would, however, gain permanency at the end of a single year of probationary status.

Until the merit plan was established the San Diego city schools did not have a personnel director as such, but at the time of its establishment a personnel director was appointed to work with the superintendent in the selection of personnel and in the management of personnel policy.

Advisory Council Formed

Among the first steps in the establishment of the merit plan was the installation of an advisory council made up entirely of school employees, except that the personnel director serves on the council in an advisory capacity as the representative of the superintendent. Representation on the council was fixed at one committeeman for every 50 employees.

No group has undue weight on the council. There are representatives from the clerical, custodial and cafeteria staffs. When the first council members were elected by fellow employees, these members drew lots for one, two or three year memberships. Now one third of the council is changed by election annually, the old two thirds serving as mentors

to the new members. This council meets every month to consider policies and problems pertinent to the administration of the merit plan.

In addition to the merit plan advisory council, there is a salary evaluating committee to deal with salary problems and complaints. Any employee who wishes to have his case reviewed simply presents his problem to his department head who, in turn, refers it to this committee. Should the employee feel his case has not been satisfactorily adjusted, he may appeal directly to the superintendent.

The first steps in the whole employment procedure are an open competitive examination and placement on the eligibility list. The examination notices are usually published in the daily papers in addition to being posted at least two weeks prior to the date of examination. The examination is patterned after the job and may include both written and oral questions or a practical demonstration of ability.

Eligibility List Established

From the examination scores, an eligibility list is developed. A temporary or probationary employee whose work is terminated because of lack of funds or lack of work reverts to the top of the eligibility list for positions in his field and will have the first opportunity at any other job vacancy.

After the employee has been selected from the eligible list, he is assigned on a probationary basis to his job. At the end of one year's employment he is transferred to the permanent status unless there is a question regarding his capabilities. After attaining his permanency as a regular employee, he is subject to dismissal for cause only and only after two weeks' notice has been given him in writing.

In cases of dismissal, demotion or suspension, if an employee feels he has been unjustly treated he may appeal to the appeals board which includes three lay members, one appointed by the presiding judge of the San Diego superior court, one

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appointed by the chairman of the city civil service commission and one by the county civil service commission. During the first five years of the plan's operation there was not a single appeal to this board.

For positions requiring higher skills, promotional examinations are restricted to permanent employees. Only in the event that there is no one then employed who could fill such a position or who is interested in such a job does the personnel director recruit workers from the outside.

In establishing the merit plan, therefore, the following provisions were made:

1. Creation of an advisory council of noncertificated employees to advise on problems and policies relative to the administration of the merit plan rules.

2. Creation of the position of personnel director to work with the superintendent in the administration of the merit plan.

3. Creation of a board of appeals.

4. Appointment of noncertificated employees on the basis of merit only.

5. Dismissal, suspension or demotion of noncertificated employees to be effected for specified causes and by stated procedures.

6. Development of classification lists and compensation schedules.

Sick Leave Also Allowed

In addition to the merit plan, the noncertificated employee participates in sick leave and retirement benefits. Employees are granted one day a month sick leave with a total of 12 for the year. Sick leave may be accumulated to thirty days.

The San Diego Unified School District has also established a retirement system whereby each employee (teaching and nonteaching) contributes a sum monthly and this sum is matched by the school system. An employee may retire at 60 but he must retire at 65. Disability retirement is granted after fifteen years of employment.

San Diego's merit plan has proved its worth to the employees and the school system. As a result of a fair system of employee selection, of promotional examinations, of sick leave and retirement benefits, plus a committee to listen to grievances, our employees feel they have acquired a voice of their own in the management of their jobs.

Evils of

Assembly Line Methods *in teacher training*

DAVID T. ARMSTRONG

Weehawken, N. J.

WE ARE being inoculated daily with a vaccine that will keep us immune from totalitarian plagues, Fascism, Nazism and Communism. What a nation ours would be if we could be nourished by democratic milk and honey instead of crawling between earth and heaven for lack of that which would give us the stamina to work with the antibodies that run in our veins to the ultimate confusion of those who would destroy us!

We Are Not Taught to Think

I am convinced that one of the serious lacks of education is its failure to teach people to think, to weigh, to judge, to discriminate. The Oriental, we are told, can hold several diverse, antithetical, contradictory ideas in his mind at one and the same time and maintain a nice balance of good judgment among them. We are told on good psychological authority that the fundamental stuff of the mind is not predisposed to development within circumscribed limits only.

With a fresh mind, you can do practically anything; but almost every mind is a product of its culture. If this is so and if the Orientals can train their minds to make subtle distinctions among contradictory, antithetical and diverse points of view, then the American mind can be trained similarly.

Instead of investigating the possibilities of such training, the teachers of America, while subscribing to the democratic idea in a general way, have subscribed to an authoritarian way of life in the specific situations of everyday life, and in this they have been imitated by the political demagogues.

The democratic way of life is difficult and its working can be frus-

trated in numerous ways. The authoritarian way of life is simple and can only with difficulty be frustrated once it is firmly entrenched. Furthermore, when it is maintained by a professedly democratic society, it is probably more firmly grounded than the Rock of Gibraltar. The children of political darkness are in their generation wiser than the children of the sunlight of education. The former acknowledge this phenomenon, while the latter attempt to explain it away. The former put it into operation; the latter give courses in it.

It has come to be accepted in America that the masses of men cannot think and that a leader who can think for them is entitled to their followership. Whether this is true or not, it is a convenient idea to keep in circulation, at least for demagogues. And if these leaders, who are moral guardians of the social welfare, do not lead better, well, they do not lead better because they were so poorly trained to lead according to the standards of justice, virtue and rectitude.

Teaching Machines, Not Leaders

They are leaders who need leading as the educators who trained them need educating. The kind and quality of the courses which are given today are two reasons why education in America is and will be formal and artificial. Assembly line education seems to be turning out teaching machines which in operation imitate, by a kind of recapitulation, the history of their training.

What I have written is a challenge to American education. There is, however, as there should be, a difference between a challenge to an institution and the discrediting of an institution.

Will DISTRICT REORGANIZATION Take the Schools Away From the People? . . .

This article proves that it will not

THE state of Washington recently completed a four year program of school district reorganization. At the end of that period 97 per cent of the children of the state were attending school in districts that had been reorganized or had been approved as satisfactory without reorganization. The reorganized school districts now comprise slightly more than 90 per cent of the geographic area of the state.

The reorganization program encountered some opposition. The arguments against it were typical of those that would be heard in any state interested in a similar program of consolidation or school district reorganization.

They took the form of three contentions, each of which was related to the others. First, it was said that school district reorganization would "take the schools away from the people" and thereby destroy the local school district system which has been cherished by the American people for three centuries. Second, it was said that school district reorganization aimed at bureaucracy and that those promoting it were bureaucrats.

Centralization of Control Feared

The third contention was that school district reorganization meant the centralization of the control of education in the hands of a few, first, in the state capital and ultimately, by design, in federal government officials. Thus, the reorganization of the school districts in the state was only an incidental consideration in the minds of those who approved the program, their real aim being to give the schools over to a handful of federal officials in the nation's capital.

Three answers to the contentions were given in the program which was finally adopted and carried on in the state of Washington. These were found in (1) the basic aim or objective underlying the program of district reorganization, (2) the nature of the reorganization law and

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(3) the personnel officially involved in all reorganization projects. Let us examine these three factors.

In this, and in any other reorganization program, the first and one of the most important factors in overcoming the feeling that reorganization will take the schools away from the people is an understanding of what the basic or ultimate aim of reorganization is.

The sole aim is and should be to create school districts which, under given social and geographical conditions, make it possible to provide children the best possible educational program. Rather than attempting to take the schools away from the people, therefore, district reorganization aims to strengthen and preserve the local school district system with the control of education chiefly in the hands of the parents.

Few would doubt that the surest way to kill the American school district system is to try to perpetuate indefinitely inefficient schools with outworn programs throughout the state and the nation. The American people have been very tolerant of poor schools in many instances. They no doubt will continue to tolerate considerable inefficiency before giving up direct control over the education of their children.

There is a limit to their tolerance, however, and if this is reached, it will come first through indirection. If a significant number of schools maintain poor educational programs to such an extent that large numbers of youths leave school before graduation because their schools have nothing worth while to offer, there is a strong likelihood that the American people will rise and demand that the federal government set up an educational program that will take care of that special group.

The second major factor in meeting and reducing the opposition to reorganization in this case as in others was the nature of the legislative act underlying the program. School district reorganization in Washington was effected through the action of three groups: (1) the county committee on school district reorganization, (2) the state committee and (3) the people in the geographic area involved.

County Committee Makes Proposal

According to the Washington law, the proposal for reorganization of any school district must originate with the county committee which is required to consider the need for reorganization within its borders.

The various county committees consisted of from seven to 13 members who were chosen by the local school board, or school directors, in the county at its annual county meeting at the time the reorganization program was set up by law. As a part of the work of a county committee, the law requires the committee to hold public hearings on proposed plans for the reorganization of any area.

Any proposal for reorganization must be approved by the state committee on school district reorganization, upon submission by the county committee. The state committee consisted of nine members, five of whom were required to be laymen appointed by the state board of education. This committee was established because (1) the state is vitally interested in the education of the children, (2) a state committee should be able to give unbiased judgment on proposals and (3) any local group feeling that it was not given an adequate hearing could appear before the state committee.

The final approval of any proposed plan of school district reorganization called for the majority vote of the people in the area affected. It was necessary to post the usual notice, including a description of the geographic area involved. If the majority of people who voted opposed the plan, reorganization in that area was killed. If they approved, the new district was formed.

The three steps just described did much to convince most people that school district reorganization did not propose to take the schools away from them. There was another factor of some significance, namely, the character of the individuals who were involved.

Most voters knew personally the members of their county committee and did not seem to feel that these persons were interested in selling the schools out to bureaucrats or centralization groups or in taking the schools away from the people.

Committee Personnel a Factor

The personnel of the state committee also was a factor of some importance. This committee consisted of nine members, five laymen and four professional educators. One of the laymen had been active in public affairs in Seattle for more than a quarter of a century. He also had served for years on the Seattle school board and had fought consistently for better schools. For his many types of able public service, the people of Seattle had chosen him as "Seattle's first citizen."

Another layman was a leading newspaper publisher in another section of the state. The people knew him and his point of view. A third was a leading dairyman who had taken part in many public affairs, including work on the local school board. The fourth layman was a housewife, an author, a former teacher in the schools of the state and a member of the board of regents of the university. The fifth was in charge of the rural electrification program in the eastern part of the state where he was considered a leading citizen.

The four professional educators were: the state superintendent of public instruction, whose record in office and previously as a member of the house and senate of the state legislature as well as in a number of

other ways had made her position on education clear; a leading county superintendent of schools, who most people knew would be one of the last to sacrifice the welfare of the schools, and one member each of the faculties of the state's two universities, the University of Washington and the State College of Washington. The position of these two men on the control of education was known throughout the state.

The people of Washington have accepted this setup for effecting reorganization as a democratic one and have expressed no major oppo-

sition to it. The law is such that they themselves have the final say about the reorganization of any school district; their representatives, the members of the county committee, are the only persons who can originate a proposal for the formation of a new school district.

The people have a full hearing (1) before the county committee, (2) before the state committee and (3) through the ballot on the day the election is held. Through their action over a four year period, the people demonstrated their confidence in the state committee.

Purposes of the Gwinn Bill

RALPH W. GWINN

Congressman, Twenty-Seventh District, New York

IN PRESENTING a bill for modifying the activities of the U. S. Office of Education, my concern was with a philosophy of education and a philosophy in politics which require that we scatter our functioning to the states and that we quit centralizing power, propaganda and a one party system in Washington.

One wrong idea persisted in, well financed and propagandized in Washington, will be harmful to the 48 states whereas one state gone wrong in education would hurt the whole content of education very little. Generally speaking, our states are more competent and closer to the people than is Washington. Our national capital is too far from reality and so full of politics in administration that the people cannot exercise their rights as free citizens to control their own centralized government.

The proposed Gwinn bill (H.R. 5743), therefore, repeats the original section creating the federal education office, as enacted in 1867, except that these words have been stricken out at the end: "and otherwise promote the cause of education throughout the country."

Until about 1890 the U. S. Office of Education functioned without regard to the "otherwise promote the cause of education throughout the country." Traditionally, the department has been a source of information, a scientific research center to

determine what the people across the country are teaching, not a pulpit for telling the people of the United States what they ought to teach.

The office should not be merely a bookkeeping office. This bill provides otherwise. If Bronxville is doing a good job of education, Winnetka or Des Moines will know about it. If New York State has good legislation and good administration procedures, the other states should have that information available.

The objects of the Gwinn bill are:

1. To make the U. S. Office of Education concentrate its whole time and effort on the purpose for which it was established.

2. To protect the U. S. Office of Education from the temptation to spread itself into the propaganda fields of social and political causes, which lie outside its educational functions.

3. To make sure that in the U. S. Office of Education we shall always have a research center where accurate and up to date information on American education is available.

4. To prevent anyone in Washington, D. C., from misinterpreting the words of the 1867 bill ("and otherwise promote the cause of education throughout the country") to mean that the federal government, through its U. S. Office of Education, has a right to propagandize, supervise or control the educational enterprise of the individual states.

SCHOOL OPINION POLL

THE NATION'S SCHOOLS

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

What About Public Use of Schools?

THE Joneses have the notion that their superintendent of schools is on vacation during dog days but we can tell them and other "outsiders"—laymen, if you will—that the head of their school system is sweating it out at his desk, filling out questionnaires in his less hurried moments.

A return of 36 per cent is high in these monthly polls which proves that either the chief executives of the nation's public schools get their mail answered more promptly than usual during the summer "holidays" or else this questionnaire was of extraordinary interest to them.

The Joneses also may have the notion that the school buildings in their town are places for children only, with perhaps a P.T.A. group stepping sedately in as the children skip exuberantly out on occasional afternoons in the oyster-eating months.

All such outsiders are due for a grand surprise when they learn—as we hope they soon shall—that 93 per cent of the school administrators of the land want them to make liberal or maximum use of the school plants on evenings, Saturdays, summers or any time that does not interfere with the school program or special school events.

It could be that our good superintendents have not confided to the public just how eager they are to have the community make use of the school plant. Probably it is a matter of public relations but dollars may follow the school flag when the men and women of the community get to know that the inside of a school building can be a friendly place even if in its outer aspect the building may be forbidding.

Once the outsiders become insiders things will be different, there is no doubt about that. Just let this rousing 93 per cent put their theories into practice and they will see.

What sort of events should be held in the school plant when the outsiders

come inside? A large majority (72 per cent) would open public school buildings only for events with civic or educational value.

Who would determine or limit the types of performance to be carried on by outside groups within the school

walls? The consensus is that the board of education is the policymaking body with the superintendent carrying out the regulations laid down. Sometimes a committee of the board should act, alone or in conjunction with the superintendent, in the opinion of others.

Now we come to the stinger among the questions. Suppose the Sons and Daughters of I Will Arise want to present Gerald L. K. Smith or Harry Bridges from a school platform, what then?

What then indeed? Here the free speech advocates meet the group that thinks the representatives of these two opposing ideologies lack "civic or educational value."

For quite a period as the returns came in the responses to this question seesawed up and down in nice rhythm but as the deadline neared the "Noes" triumphed over those who may have disagreed with what either exponent had to say but would defend to the death the right to let him say it—under the school roof.

Almost one fourth of the respondents are uncertain what they will do if the question comes up. Another 9 per cent mask their personal beliefs behind the "would depend upon state law" choice.

Most superintendents will recall the furore that arose in California last year when a San Francisco group applied to the board of education to use the school auditorium to present Gerald L. K. Smith. The state law requires schools to be available as civic centers but the board denied the group's request on the basis of information that wherever Smith speaks there have been picket lines and boisterous demonstrations and that evening school pupils would have to pass through a picket line.

The state court sustained the board on the ground that the proposed meeting would greatly interfere with the conduct of classes. It did not take the picket line defense seriously, however.

QUESTIONS ASKED OPINIONS EXPRESSED

1. In your opinion how much community use of public school buildings should be permitted?

Liberal use	57.0%
Maximum use	36.0
Occasional use	6.0
No use	0.5
No answer	0.5

2. Should community use of the public school plant be permitted only for events with civic or educational value?

Yes	72%
No	21
Uncertain	6
No answer	1

3. Who or what body should appraise or limit the types of performance to be carried on by lay groups in the school building or on the school grounds?

Board of education	42%
Superintendent and board	20
Superintendent	14
Committee of board	11
Superintendent and committee	11
No answer	2

4. If a lay group proposed to present Gerald L. K. Smith or Harry Bridges in a public school auditorium, should it be permitted to do so, in your opinion?

No	42%
Yes	33
Uncertain	14
Depends on state law	9
No answer	2

School Pride

Civic Pride ♦ Better Schools

IN INTERPRETING the schools to the community, it is well to remember that great oaks from little acorns grow. This truth was effectively proved in the little town of X where the school plants and teaching facilities were originally exceeded in shabbiness only by the majority of the pupils' shanty homes.

The little acorn which the school officials decided to drop into this unpromising soil contained the powerful germ of pride in good citizenship. Thus, through the visible improvement of its product, the child, it was felt that the school would make evident its effectiveness and importance in the life of the community. Definitely, then, it was unanimously agreed that an appeal to citizenship was to be the core of the school program.

The foremost problem was how to interest the children in the program to such an extent that they would carry it on into their lives in the community, thus becoming living advertisements for it. The answer seemed to be through the building of that old standby, school pride.

Feeling of Confidence Needed

To build this pride it was necessary first to create in each child a feeling of personal confidence and a sense of achievement. With this change in attitude, he could more easily be directed into the larger spheres of group endeavor.

For this purpose it was evident and necessary that each teacher should improve his method of instruction so that his teaching would become individualized to a high degree. A beginning was made by the building of a faculty library, with each staff member purchasing one or more volumes on modern educational practice. These books were rotated and frequent discussions were held. Faculty pride and enthusiasm immediately developed.

Soon after this program of reading was inaugurated, it was de-

termined to banish the word "failure" from the school vocabulary. This possibility was magically realized by starting each child on his level of achievement rather than by attempting to fit him to his nominal class level. On his home reports, then, he was graded on the basis of his progress rather than on the basis of comparing him to standard norms. Motivations of praise and encouragement replaced those of a negative nature.

Within a few weeks, school became a happy place to numbers of hitherto unhappy children. Truancy and delinquency dropped markedly.

The children were in a mood then for active participation in a more socialized school community. This participation began with frequent pupil surveys and discussions for class and school improvements. The first project launched was a plan for beautifying each classroom and each building. In this activity the children were encouraged to be the leaders. In their discussions many diversified talents were acknowledged and respected. A chamber of commerce spirit prevailed.

Like magic, disfiguring marks disappeared from the buildings. Bulletin boards and displays became models of neatness and beauty. Teachers became self conscious about frayed or untidy charts and discarded them for fresh ones with attractive illustrations. Textbooks were freed of marks and covered with attractive hand made bindings. Frequent money raising projects brought in revenue for coveted vases,

bookcases, flowers, gold fish or linoleum squares.

Pride in accomplishment was shared by interclass programs and by parties, exhibits, auditorium meetings in which groups presented dramatically their individual attainments and by the programs or parties to which parents were invited. All of these activities were pupil created and presented as group projects. Names on programs were on a single page. No individual name was given a prominent place.

From inside the building, the need for beautifying the school grounds became apparent. With the participation of pupils, teachers and the janitor, who had caught the prevailing spirit of pride, flowers, shrubs, grass and trees were planted. A beautiful old rock wall was built by older boys from rocks which ordinarily washed onto the playground from a brick plant pit. Ivy was planted against the building.

Parents Start Contributing

Soon parents timidly began to offer potted plants and prized cuttings. The enthusiasm with which these gifts were acknowledged encouraged a general parent participation in the program.

From interest in the immediate school vicinity, it was then easy to create in the children a larger civic pride. Discussions on civic responsibility revealed the way for them to become better citizens. At this stage of accomplishment, it was thought wise to lay frankly before the children what the school hoped to do. Thus, they became eager participants in the wider program. With each child understanding that he was to be a leader in bringing about in the community the same improvement which he had helped create in the school, a strong feeling of civic responsibility was created.

First grade children learned that they revealed their good citizenship by walking on sidewalks rather than

ALMA J. MULLINS

Third Grade Teacher, Austin, Tex.

This article won fifth honorable mention in The Nation's Schools contest

on people's grass, by refraining from picking flowers in yards on the way to school, by showing courteous behavior at home and in public places and by displaying other concrete examples of good breeding. Success of the plan was evident by the general distress when some unthoughtful child threw his candy wrapper in the street and by compliments of numerous citizens.

Primary children learned that they could create good will for the school by helping with small tasks at home. They learned to perform these tasks through actual practice at school. In the class playhouse constructed by them, they were taught the correct way in which to dust, sweep, wash and dry dishes and even make soup. The older children learned how to

construct objects with which to beautify their homes. Discussions and readings created a taste for the beauty of simplicity in decoration. Style shows demonstrated how inexpensive articles of clothing can be harmonious. The value of posture to beauty and success was discussed.

In the government of the school, the children were dominant. This interest in participation led to an interest in learning how the city was governed. Frequent excursions, much reference reading and many enthusiastic discussions ensued.

The organization of hobby clubs created so much interest among the parents that it was decided to open the schools for afternoon and evening meetings of hobby groups. These were scheduled for one day

in each week. Responsibility for leadership in each group was decided by elections after the fourth meeting. Thus, a citizen with a pronounced talent would lead or instruct others interested in the same hobby or else different members might assume the directorship of various phases of a project.

The school board, hearing praise from every direction, caught the general spirit of school pride. Seasonal but cautious improvements began to appear in the school plants. The enthusiasm with which these improvements were received by the faculty and children led to still greater innovations. Letters of appreciation from faculty and pupils created good will and gave board members a feeling of being accepted in the inner circle of school life.

School lighting and sanitation improved. The buildings were brightened within by the use of paint; walls were delicately tinted. Appropriations were made for school libraries. The teachers were given a small increase in salary each year until in the third year, with a flourish like that of a magician who has pulled a pet trick from his sleeve, a substantial increase was given. With this increase a gratifying article of appreciation was published in the county paper.

The newspaper article, reprinted by other papers in towns nearby, brought many interested visitors to see the "model school." Invariably, these visits brought out the exclamation, "Why, this is an old building like ours. Why couldn't we do what you have done?"

When the state inspector gave X an enthusiastic, gratifying report, articles appeared in the city newspapers and more distant visitors came to observe the X schools. Unfortunately for X, however, city schools and colleges began to garner many of the best teachers but new teachers rapidly caught the X spirit and the work went on and on.

This training in citizenship, only phase of the plan for a future expanding program in the X schools, is an example of what a seemingly unprepossessing system can accomplish toward making a community and state not only aware of its needs but willing to finance them.

If the oak is to flourish, the acorn must be planted, even though the soil like that of X may seem poor.

Enriched Assignments

MERLE SIMPSON and FLOYD W. HOOVER

Instructor and Director of Curriculum Planning, Respectively
Extension Division, University of Nebraska

EXTRA credit assignments have rarely proved to be as satisfactory as teachers have hoped. Often as not pupils who ought not attempt extra credit assignments are the very ones who undertake them. The primary objection to their doing so is that they slight the basic assignment in their haste to get on with the extra credit assignment. Consequently, learning under these circumstances is not thorough.

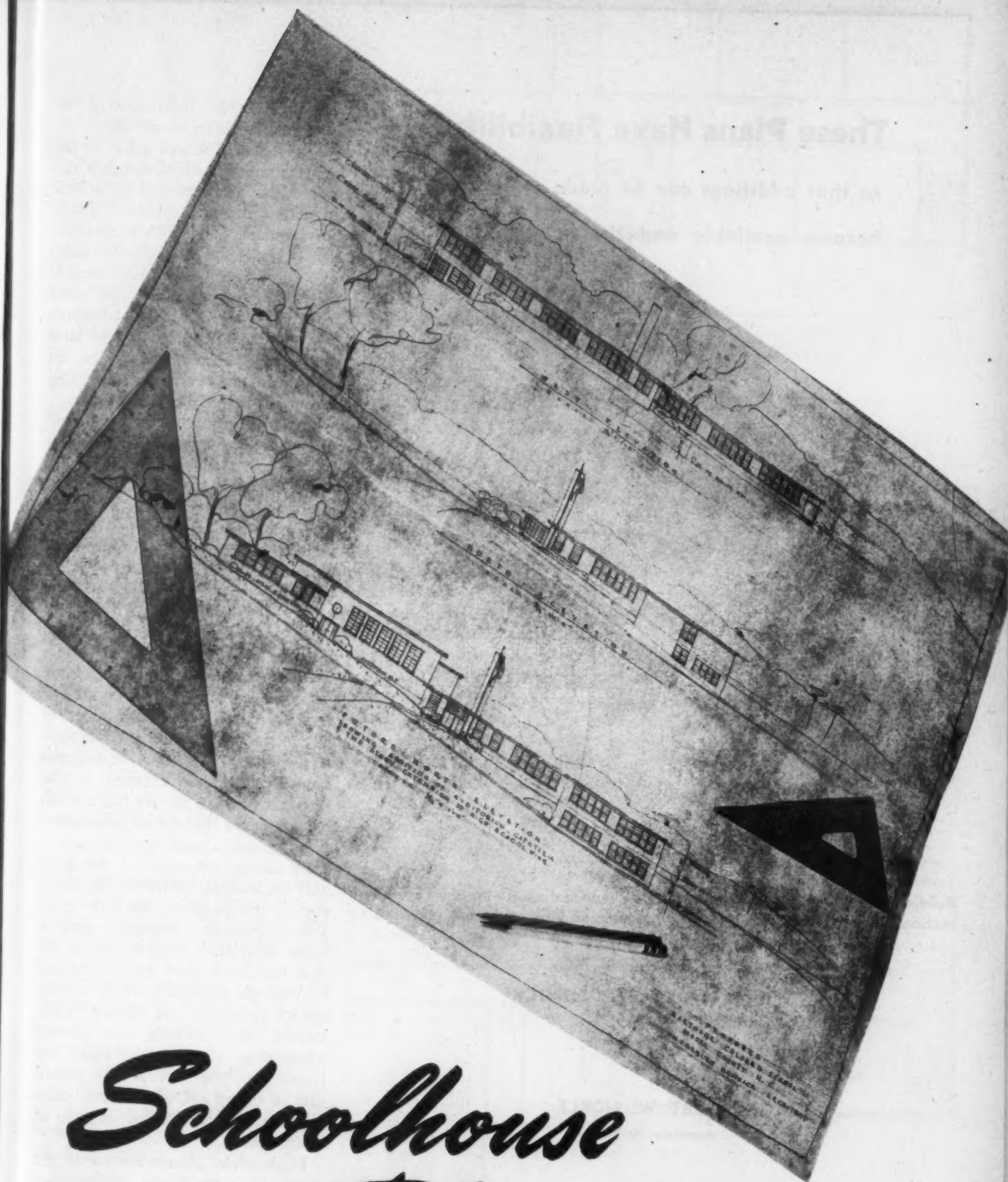
A second objection is that pupils who are highly intelligent see enough implications in the regular assignments to keep them too busy to do extra credit work. Moreover, bright pupils sometimes omit the latter when they discover that they can complete the course and get a satisfactory grade without doing it. Thus, since these are the pupils at whom enriched assignments are aimed, the plan frequently misses fire.

To obviate these difficulties, a plan of alternate assignments was devised for the University of Nebraska Extension Division mathematics courses. Under this plan every pupil works out the basic assignment, the differentiation occurring after completion of the basic assignment.

Thereafter, the assignment is divided into two parts: one for the strong pupils, whose grades place them in the upper 5 per cent or 10 per cent of the class and one for all others. Each pupil is directed to the alternate assignment which the teacher feels is best fitted for him.

Alternate assignments are not given before Unit II, and usually not before Unit III, has been completed. Some time must necessarily elapse before the teacher can estimate with fair accuracy the ability of a given pupil. However, one can ordinarily form a reasonably clear picture of a pupil's ability after he has completed all of the assignments for the first two units.

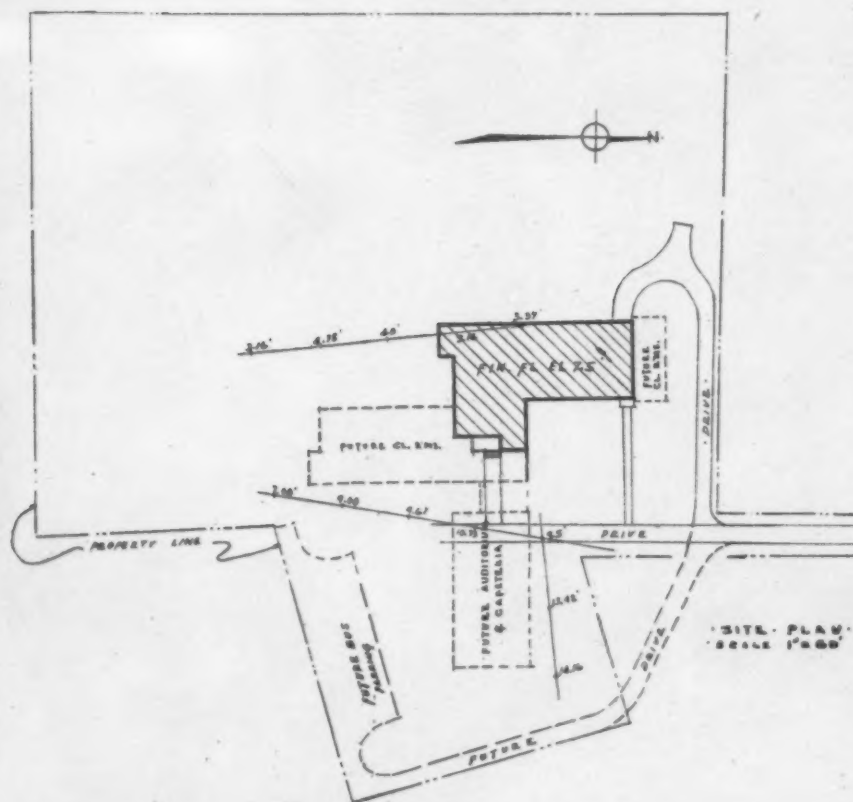
There is, of course, some likelihood that a teacher will misjudge a pupil and will direct him to do the wrong alternate assignment. By and large, however, in spite of all that has been written and said concerning the fallibility of teacher judgment, the estimates of teachers with respect to the abilities of most pupils are fairly accurate. In any case, an error in judgment is corrected soon enough to prevent any serious damage to a weak pupil's feeling of self confidence.



Schoolhouse Planning

These Plans Have Flexibility

so that additions can be made as funds become available and the need arises



Building and service areas have been concentrated in the northeast section of the property leaving a maximum of level area for play space.

WILLIAM HENLEY DEITRICK

Architect, Raleigh, N. C.

and

ROBERT W. NOBLE

Associate Architect

THE site for Carthage School for colored children consists of about 5 acres at the western edge of the city of Carthage, county seat of Moore County, North Carolina. The main portion of the property is reasonably level except for an irregular section to the east which

rises with a fairly steep grade to the property line.

Along the north there is first a gradual and then a more accented slope ending in a shallow ravine. By concentrating our building and service areas to the east and north sides of the property, we have been

able to leave the maximum of the level area for playground use.

The ultimate school plant is designed to house both elementary and high school facilities and to include an auditorium and cafeteria. Funds now available allow for the construction of the high school portion only. By developing a flexible departmentalized plan, mainly one story in height, we are able to construct the high school unit first and later can add an elementary section, an auditorium and cafeteria wing and additional high school classrooms.

These elements are so arranged in the plans that any one of them can be built at any time and in any order, depending on the urgency of the need. As free elements in the plan, they can be developed in any manner required at the time of final design.

Maximum Economy a Factor

In this area, because of limited budgets for all school construction, we must observe maximum economy in all of our school planning. Classrooms are placed on both sides of all corridors to reduce circulation areas. This arrangement necessitates having classrooms exposed to the east or west. The library has a south exposure and the science laboratory, a north.

By taking advantage of the slope and the shallow ravine at the north end of the property, we have been able to provide a basement agricultural shop with vehicle access. So that the community may be served beyond the requirements of normal school functions, the library, auditorium and cafeteria are located adjacent or close to the main entrance and the rest of the school can be closed off when these units are used by the public outside of school hours.

High school classrooms are of the standard size found throughout the state of North Carolina and will be equipped with the usual blackboards and bulletin boards, bookshelves and teachers' cabinets. Lockers for pupils will be in the corridor.

The home economics room is to serve for training in cooking and sewing. It will be equipped with

sinks, cooking cabinets and electric and coal ranges. Since many of the pupils come from rural homes using combustible fuels and others from homes equipped with electric ranges, they can be trained according to their home needs.

The storage room will accommodate material and hanging space for unfinished work of the sewing class. A well lighted alcove will serve as a demonstration dining room for the teaching of decoration and serving.

The library will be equipped with bookshelves and magazine racks and will have tables for pupil use. The adjacent workroom will permit the receiving, cataloging and repairing of books.

The general science room is to be furnished with standard science tables. Adjacent to it are storage closets for equipment and materials and a darkroom with cabinets and a science sink.

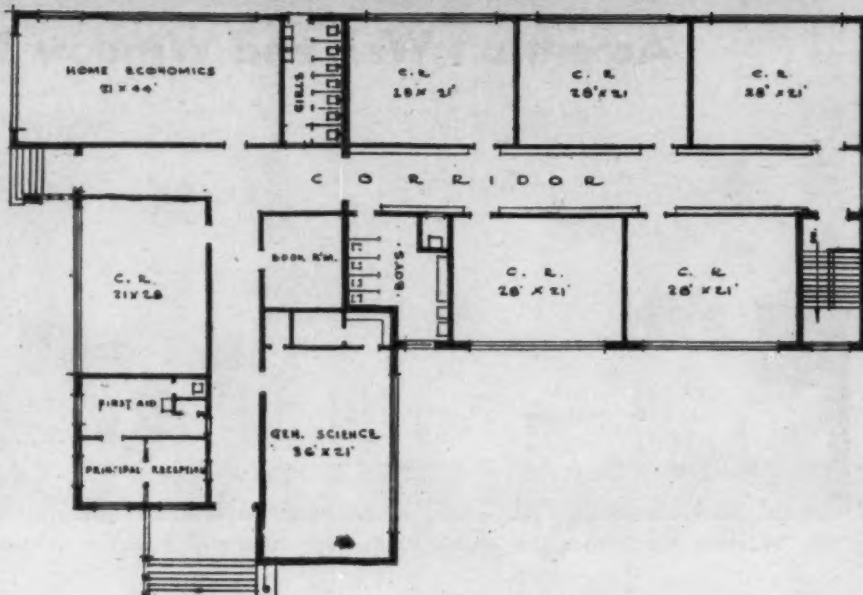
Elementary classrooms will be equipped similarly to the high school rooms except that, since they are resident rooms, each will have a coat screen back of which will be hat shelves and hooks for the children's garments. The face of the screen will be covered and used as a tack or display board.

Facilities for Elementary Pupils

The primary classrooms will have low blackboards and large areas of display board and will be furnished with open shelving and drawer units so that each child will have storage space for his materials or projects. Adjacent will be a teacher's storage closet, a coat room and a children's toilet room.

The auditorium is planned to seat 600, the final school capacity, and the cafeteria, to seat 200, the serving of lunch being planned to take place in three sittings.

Maximum economy was paramount in choosing the materials for the building. Foundations are of concrete, exterior walls of common brick. Floors and roof are 2 inch concrete slabs supported on steel bar joists. Corridor walls are cinder or concrete block. Except in the toilet rooms, none of the walls is plastered.

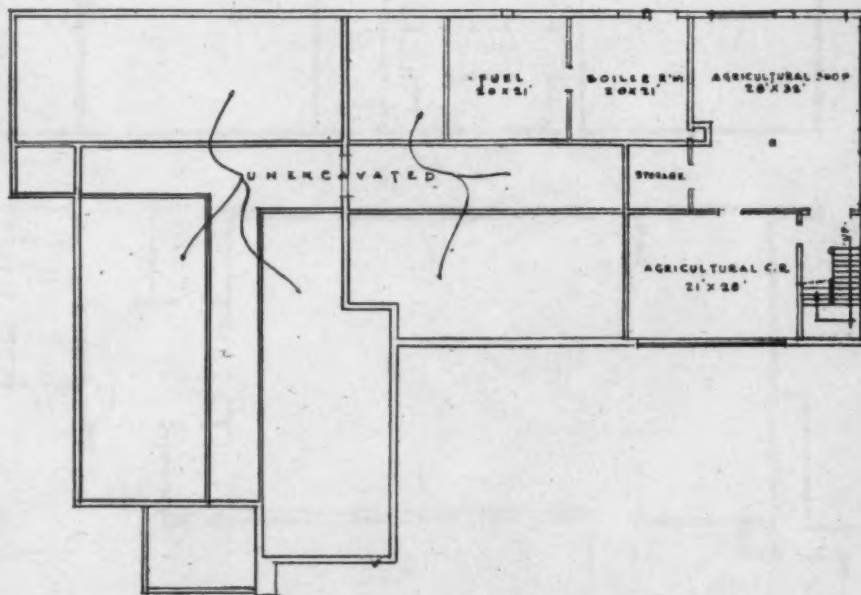


FIRST FLOOR PLAN
SCALE 1/8"=1'-0"

Classrooms are on both sides of corridors to reduce circulation areas.

The walls of cinder block are to be painted with a masonry paint and bricks walls will be left in the natural finish. Because of the broad uninterrupted window areas and the resulting small area of exterior wall space in any room, this should not be depressing. Floors will be covered throughout, except in toilet rooms, with asphalt tile and all of the ceilings are to be finished with fiberboard.

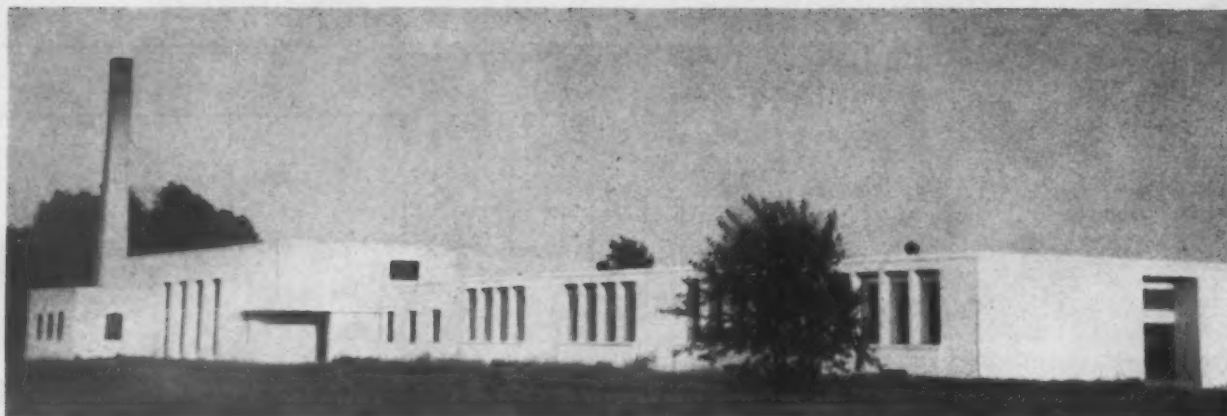
All doors and door bucks will be wood and windows either wood, double hung, or steel projecting sash depending on the pricing at the time of construction. The building is free of affectations or architectural mannerisms and represents the simplest and most direct composition for the housing of the required facilities and for providing for future needs of the pupils.



BASEMENT PLAN
SCALE 1/8"=1'-0"

The slope to the north makes a basement agricultural shop possible.

Accent on Wall and Window Treatment



Wartime regulations and limited funds were determining factors in the Vogel School, Evansville, Ind.

CAUGHT with a condemned building and a rapidly increasing wartime enrollment, Knight School Township of Vanderburgh County, Indiana, was faced with the problem of wartime construction difficulties and inadequate finances to meet the emergency. Lanham Act funds administered through the Federal Works Agency, supplementing the township funds, made possible the construction of a new building known as the Vogel School. Wartime regulations, plus a limited amount of money, dictated both

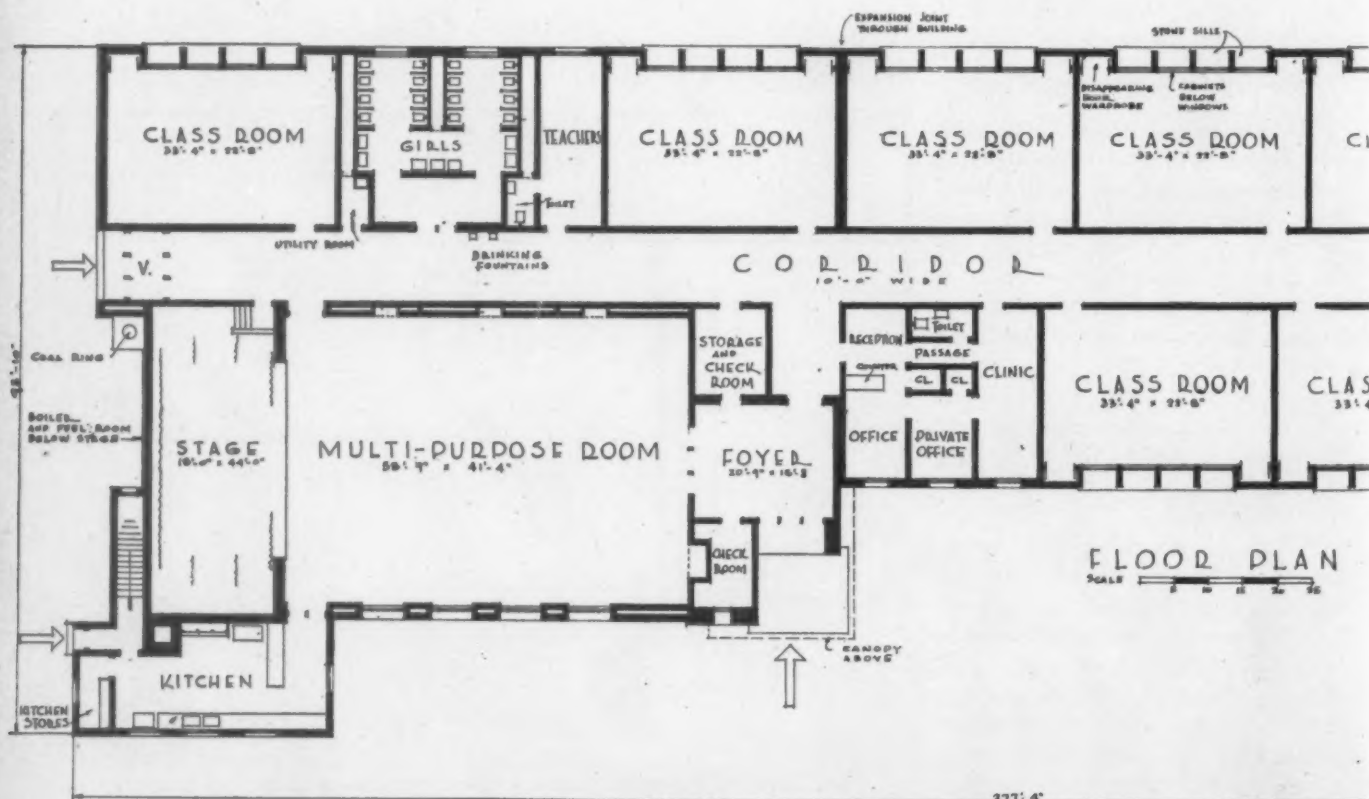
RALPH LEGEMAN
Architect, Evansville, Ind.

the selection and use of materials as well as the extent of the facilities to be provided.

Regulations prohibited the construction of a gymnasium; however, the multipurpose room planned in its place is of adequate size for elementary school gymnasium classes. It also serves as an assembly room, with a stage for school and community use, and as a dining

room for serving noonday meals to the children from the adjacent kitchen. For community use of this room, access to the stage is had from the classrooms which can be used as dressing rooms for plays and pageants. The main entrance to the school serves this room as well as the classroom section of the school.

Office facilities are provided close to the main entrance, including a room for clinic use, normally serviced by the office personnel. Classrooms are of conventional design

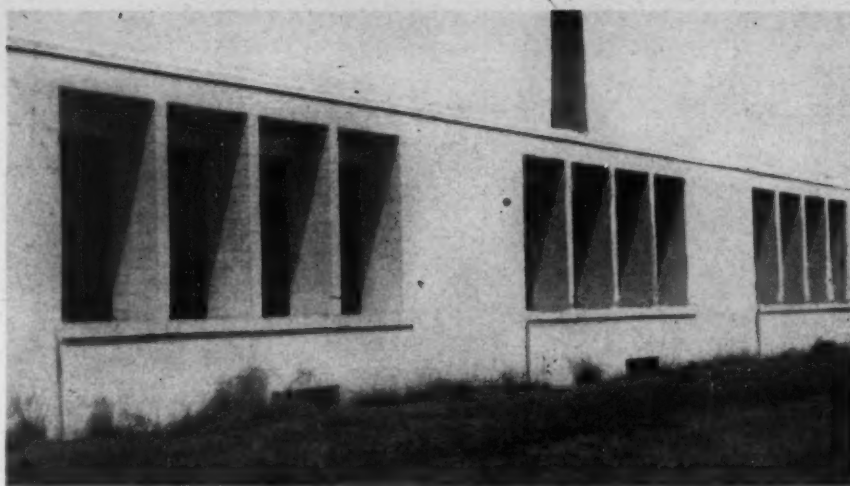


and have wardrobes in each room. Wartime construction regulations dictated the use of cement block of single unit thickness for the exterior as well as the interior walls. This one element of construction served as the basis for the most outstanding feature of the building: the arrangement and detail of the classroom windows.

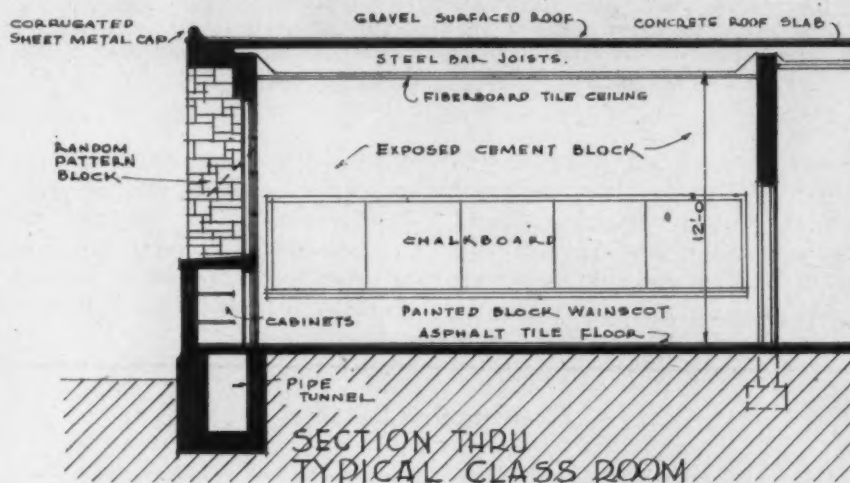
To provide for adequate strength in the exterior walls of single block thickness, the wardrobes were placed on either side of a group of classroom windows, which thus created a double wall construction. This might be considered as somewhat similar to either a heavy hollow construction or a heavily buttressed wall construction. It led naturally to the use of thin but deep masonry piers or mullions between the individual windows.

While one might think that these mullions would block classroom light, actually they catch sunlight from each side, stop the direct sun rays and reflect or diffuse the light into the classroom.

In order to eliminate west and east sun in the classrooms, which generally calls for heavily shaded windows and artificial light during the best hours of the day, all classroom windows were arranged to



Mullions between windows stop direct sun's rays



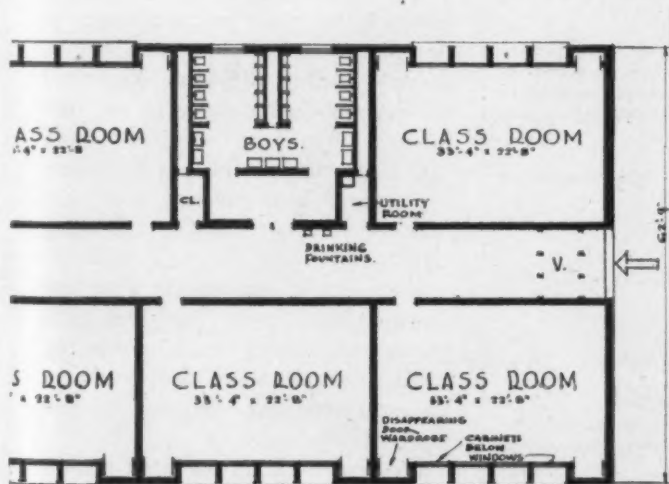
SECTION THRU
TYPICAL CLASS ROOM

face either north or south. With the diffusing mullions and the overhanging parapet construction, the direct rays of the southern sun were eliminated, being diffused in the room, while full advantage was taken of the reflecting value of the northern sky.

Another valuable feature of this construction detail is the cabinet space provided under the windows. Furthermore, only light lintels or beams were needed over the windows because of the short spans provided by the mullions.

Further explanation of this detail is made by referring to the Indiana law governing schools, which requires unilateral natural lighting, with the window sills approximately 4 feet above the floor. The window heads must be not more than 12 inches below the ceiling, with the ceiling light established between limits of 12 and 13 feet.

To achieve ornamentation of the cement block walls, blocks of various sizes were used, laid in a random





Detail of entrance to Vogel School.

pattern and painted white on the outside. All blocks above the grade line are of light weight cement of clay composition base type. As used in the building these blocks provide a high degree of acoustical treatment.

When strict economy is essential and when arrangements or plan takes precedent over traditional exterior design, functional treatment of the exterior results. Balance replaces symmetry and form follows function.

Construction Details

WALLS AND INTERIOR PARTITIONS: Light weight cement blocks of clay composition base in various sizes laid in a random pattern for exterior walls.

FLOOR CONSTRUCTION: Concrete, poured on earth.

ROOF: Steel bar joist construction supporting a concrete slab, covered with rigid fiberboard insulation and a gravel surfaced composition roof.

CEILINGS—Fiberboard tile.

INTERIOR WALL FINISHES: Exposed cement blocks painted with casein paint in all locations other than toilet rooms. Toilet room walls faced with salt glazed brick.

FLOOR FINISHES: Terrazzo in toilet rooms, asphalt tile in all classrooms, multipurpose room.

WOOD TRIM: Oak, stained with silver-gray acid stain and varnished.

VENTILATION: Full mechanical ventilation, introducing 33 1/3 fresh air under normal operation, with automatic control to increase fresh air supply to 100 per cent to reduce overheating. Classrooms equipped with standard classroom unit ventilators. Multipurpose room provided with self contained fan and coil unit.

AUTOMATIC TEMPERATURE CONTROL: Of the electric type, on all classroom unit ventilators, the multipurpose room unit and all connectors.

HEATING: Provided with a cast iron sec-

tional boiler, with underfeed stoker. Distribution accomplished with a two pipe system of supply and return piping, complete with automatically controlled electrically driven vacuum pump, serving also as a boiler feed pump.

PLUMBING: Water closets and urinals equipped with flush valves. Lavatories of the center leg type. Sewage handled by a concrete septic tank, discharging into a clay tile disposal field.

BLACKBOARDS: Natural slate mounted in oak trim.

LIGHTING: Incandescent.

WINDOWS: Projected type, constructed of wood.

EQUIPMENT:

Program clock and bell system
Fire alarm system
Stage curtains and draperies
Classroom desks, chairs and tables
Multipurpose room, folding tables and chairs
Office furniture
Kitchen range and refrigerator
Window shades
Venetian blinds for multipurpose room

COST DATA:

Completed in 1945.
Floor area, first floor and basement, 20,085 sq. ft.
Cubage: 322,567 cu. ft.
Cost, including general construction, mechanical installation, all equipment and architectural and legal fees, \$140,000.
Cost per square foot, \$6.95; per cubic foot, \$0.43.

MUCH

A. V. McIVER

Architect, Great Falls, Mont.

THE relation between the professions of education and architecture is an intangible one and difficult of definition. A school board member during his tenure in office joins the honored profession of education. He must now apply his knowledge of business to a new purpose, that of providing for the welfare of the child.

The architect, likewise, in his approach to school design must remember that the child's well-being is of paramount importance. If the person about to become a school trustee and the architect about to design a school plant cannot reconcile themselves to this fact, they are ill fitted to the task before them.

Education and architecture were perhaps the first two professions to develop. Experience was doubtless the first teacher and common shelter the first project in architecture. We have come a long way since then and today both professions are highly complicated and exacting and very necessary in a rapidly changing civilization.

Since there are many who are unacquainted with the architect's purpose and background, his services, methods of operation, ideals and professional charges, let us outline them briefly.

Looking back through the history of civilization, we see that the aspirations of the people are reflected in their architecture. There is scarcely a human activity that does not contemplate a building. The great cathedrals of Europe were not the forerunners of the Renaissance. Rather, they followed as the material trans-

From a paper presented before the Montana conference of school administrators on school building, Bozeman, Mont.

HDEPENDS Upon the Architect

lation of the Renaissance spirit, will and ideals existing in the hearts of the people.

Educators then must decide what, why and how they are going to teach and from the answers to these questions determine the functions of their educational system and the nature of the school plant required for carrying out their purposes. It is up to the architect to translate these findings into a material entity of beauty and utility.

The architect is, then, the interpreter of the educators' ideas and hopes. As such, he must be versed in many subjects for his practice involves the law, the many phases of engineering, geology, mineralogy, transportation, economics, philosophy and psychology.

The architect, in his daily task, needs the ability to analyze, to use his hands and to create. From his elementary and high school education, the prospective architect gains an active and disciplined mind. In his college years he studies design and construction, along with parallel courses in general education, for four or five years. This study leads to his bachelor's degree.

He Enter Architect's Office

He then enters an architect's office to acquire a knowledge of office practice, business methods, specification writing and, incidentally, to earn a livelihood. He must next pass an examination before a state board of architectural examiners. This examination is required in all but six states. If he passes, he is then privileged to call himself an architect and is licensed to practice.

The collegiate schools of architecture have an association which gath-

ers and compares information of common interest and maintains standards of teaching set up by a board known as the National Architectural Accrediting Board. At present there are 37 schools of architecture in the association and accredited by the board.

The young architect comes to know this group and also another, the National Council of Architectural Registration Board, the chief function of which is to standardize license examinations throughout the nation and to provide a system of reciprocal licenses among the states. The establishment of these boards is an indication of the extent to which the profession and the college have gone to ensure the public against incompetent practice.

American Institute of Architects

Among the national professional societies, the American Institute of Architects stands in the forefront with the professional societies of law, medicine and engineering. It was founded in 1857 for the purpose of elevating the architectural profession and perfecting its members practically and scientifically.

Its "Handbook of Architectural Practice" is the bible of the architect. The institute has established codes of ethics, formulated contract documents, set up methods of regular competition, fostered scholarships and awarded medals for merit.

The code of ethics or, more properly, "The Principles of Professional Practice" was established as a guide to the profession's proper relations with the public and the building industry. The code defines those elements of conduct which serve as a safeguard for the important financial,

technical and esthetic interests entrusted to architects. Most architects today are members of the institute; its code is well established and its contract documents recognized by the courts.

Briefly, the code makes the following points:

1. An architect should not guarantee an estimate. If he does so, he becomes legally responsible which, in turn, affects the quality of his advice to his client.

2. An architect should not use free engineering services sometimes offered by manufacturers and jobbers of building materials because of the implied obligation which may become detrimental to the best interest of the owner.

3. An architect should not compete with a fellow architect on a basis of professional charges. A schedule has been established which has been found to be fair and proper for complete service. An architect's charges for service shall be made to the client only.

4. An architect should not have investments or business interests which will tend to weaken or discredit his standing as an unprejudiced and honest adviser acting in his client's best interest.

5. An architect will take no part in a competition which does not include the provisions which experience has found to be necessary if the best interests of the owner and of the architects are to be safeguarded.

Architect Has Many Tasks

The architect's professional services consist of holding the necessary conferences; preparing preliminary studies, working drawings, specifications, detail drawings, the structural and mechanical design; drafting of forms for proposals; taking bids and preparing contracts; checking shop drawings, inspecting models, issuing certificates of payment, keeping accounts, administering the business and supervising work.

On structures of conventional character the proper minimum commission for complete service, based on the total cost of the work, is 6 per cent. On structures requiring special skill and prolonged study or where the cost to the architect is high in proportion to the project cost, the fee is properly higher than the basic minimum fee. This, however, usu-

ally applies to monumental and residential work, decorative and cabinet work, landscape features and alterations and additions to existing buildings.

Payments to the architect on his fee are made usually as follows.

1. Upon completion of the preliminary studies a sum equal to 20 per cent of the basic fee, computed upon a reasonable estimated cost, shall be paid.

2. Upon completion of specifications and general working drawings a sum sufficient to increase the payments on the fee to 75 per cent of the basic fee shall be paid.

3. From time to time during the execution of the work and in proportion to the amount of service rendered, payments shall be made until their aggregate equals the basic fee.

Older Practice Still Followed

Some offices still adhere to the older practice of paying one sixth of the fee upon completion of preliminary sketches, three sixths upon completion of the working drawings and specifications and two sixths monthly upon contractors' estimates during the progress of the work.

Extra costs, such as travel and consulting fees in the interest of and requested by the owner, are due as incurred.

The contract terms, as outlined, are those mostly used throughout the country. Another form of contract is becoming popular in the eastern states and in California, namely, the fee plus cost system. It is particularly adaptable to large work or work of repetitive character.

In this form of contract, the owner agrees to pay all costs incurred by the architect in addition to a flat fee agreed upon beforehand. The architect keeps an accurate accounting of all costs incurred plus a certain percentage for overhead costs.

Usually, the flat fee is divided into equal monthly installments and the costs are paid monthly as incurred. This, however, is fairly burdensome for small and medium sized work. If, however, an owner desires such a contract, I can see no reason why an architect should object to it.

The matter of supervision is sometimes a source of misunderstanding between an owner and an architect unless they thoroughly agree at the start of the work. The architect will endeavor to guard the owner against

defects and deficiencies in the work of contractors but he does not guarantee the performance of their contracts. He cannot, because he cannot guarantee the work of others.

There is seldom a structure built which requires full time supervision to obtain the work as drawn and specified. It is necessary during certain stages and is given in all competent offices. If the owner feels that continuous checking of material and workmanship is necessary, however, a clerk-of-the-works acceptable to both owner and architect is engaged by the architect at a salary satisfactory to the owner and paid for by the owner.

The selection of an architect is perhaps one of the first problems in a new school building program. The simplest way to engage an architect is by direct selection. He is chosen much as any other professional man would be, namely, for his standing in his profession and his community, his ability in his field, his efficiency, business capacity and good judgment. The relation with the architect must be founded on mutual confidence and respect so that he can render the highest quality of service.

Another method of selection is by competition. This method is established by the institute for cases in which the client cannot, for some reason, or does not desire to, make a direct selection. The method of competition under the "Principles of Practice" is exacting and sometimes takes months to accomplish.

Selection Is Delegated

The client or owner does not make the selection himself but delegates it to a competition jury and agrees to employ the architect whom the jury designates. A professional adviser is necessary to advise the client and conduct the competition. The adviser writes a program of the competition which constitutes a contract between the client and the competitors.

The drawings are submitted anonymously and the jury makes its decision without knowing the identity of the architects. The winner then becomes the architect. Members of the institute are not permitted to enter competitions unless they are conducted in this manner. Their membership is placed in jeopardy for entering irregular competitions. Few selections of an architect are made by

this method because of both the expense and the time that it requires.

Generally speaking, the architect is not engaged during the early stages of the school building program. The planning is often far advanced and the size, cost and location of the building have already been determined. The board of trustees is faced with definite building needs and limited finances and perhaps certain groups of citizens are bringing pressure to bear in favor of a certain location regardless of future requirements and modern planning.

When Architect Comes in Late

This situation is often the result of an urgent need for additional school facilities brought on by the lack of a long term program or by a sudden shift or growth in population. An architect brought into the scene at such a late date has little choice in the planning. The size, cost and location of the building have already been determined and he must make the shoe fit the last. If the board's estimate is a fortunate guess, his problem is less difficult but school authorities are prone to be optimistic in making estimates so that the building upon completion too often is a compromise with mediocre refinements and accommodations.

I do not claim that the inclusion of the architect at an early stage would solve all problems but certainly it would help. The competent architect is trained to analyze the various phases of a complex situation and materially aid the board and the superintendent in solving their problem.

It is well within the realm of reason and good judgment for the trustees of a district and their superintendent to anticipate their needs for several years ahead, even fifteen or twenty. It is much easier to plan and construct on this basis than to build on the spur of the moment.

I would suggest to those superintendents and school officials who have never experienced the difficulties of setting up a building program that they consult with a competent person in their own profession who has had such experience. Until the what, why and how of a proposed building is determined the architect cannot successfully translate the building program into the desired school plant.



Expenditure for pupil transportation requires about 5 per cent of the cost of the total school program.

TRANSPORTATION service for school children throughout the country is not sufficient to maintain maximum attendance at school. This has been especially noticeable during the last three years while state departments of education were adjusting to conservation measures as a means of saving critical supplies needed by the war. Now that the war is over, education of our youth can be substantially increased with present school facilities if additional buses are employed to bring larger numbers of children to school.

Although still inadequate, the transportation of pupils has been expanding rapidly in the last twenty years. At the present time approximately 4,700,000, including about one third of all rural school children, are transported daily by 90,000 buses. Continued expansion of bus service is necessary in all states. More buses will enable a larger number of children to take more advantage of the educational program. A total of 140,000 buses could be employed immediately with great benefit to our youth.

Cities Need Buses

Generally, school buses are operating in sparsely settled areas between towns. However, some city school

officials, after experimentation, have shown that school buses can be profitably used in cities as well. Most cities have outlying residential areas where new school buildings are yet to be constructed. Children from such districts may have to walk 2 miles or more to school in town. If they use public buses or streetcars, a long ride is entailed, whereas a school bus might be loaded two miles from school and the trip to the building completed in a few minutes.

Possibilities of staggering the arrival time for pupils attending schools with large enrollments would permit buses to serve three or four times their seating capacities by making several trips before and after school. Cost of the specialized service would be less than is usually ex-

pected for public service fares, stops would be closer to the homes, attendance figures would be increased and the schools' buses would be available for other services as directed by school and community officials. These advantages are significant.

Experience with pupil transportation has revealed many others. Supervision of children between home and school and elimination of the dangers of walking through city traffic and other hazards make buses worth the extra cost. Transported pupils attend school more regularly than others. They are less exposed to bad weather and have fewer illnesses. The weather and inadequate clothing need not keep children at home. Pupils are made to feel important by the knowledge that a

Urgent Need for *More School Buses*

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large, comfortable bus and friendly driver will call for them and the regularity of his arrival causes them to adhere more strictly to the morning time schedule.

Private schools have demonstrated the feasibility of providing school bus service in cities. Greater distances to the fewer private schools have caused the school heads to arrange for pupil transportation, whereas buses seemed less necessary for attendance at the more numerous public schools. Some parents send their children to private schools in order to obtain special bus service.

Away from the cities the need for school transportation is indisputable and the chrome colored school bus has become an ever present component of the rural life picture. It is here, more than elsewhere, that the service should be expanded. More of the children in rural areas should be transported to school. Observance of the 2 mile limit stated in wartime conservation policies has emphasized the reasonableness of providing service for some children within 2 miles of school, under normal conditions. Laws of 12 states authorize school transportation service for children residing 1 mile or 1½ miles from school and in several other states such service would not be illegal since it is a discretionary matter with the boards of education.

In addition to the expansion of existing services for pupils within the 1½ mile limit, there is urgent need for school buses in rural districts which offer no assistance to children residing from 2 to 15 miles from school. Hundreds of school administrative units have large numbers of children living several miles from school where no public effort is made to provide transportation. This deprives many children of an education. The few pupils who insist upon going must depend upon parents and friends or get to school by walking or hitchhiking. Thousands of additional pupils would attend regularly in every state if adequate transportation facilities were available.

To Reduce Illiteracy

Lack of transportation must be responsible for much of the illiteracy revealed by the examinations of men for military service. Rejections of healthy but "functionally illiterate" men sufficient for 60 divisions made

it necessary to select additional young men from states having good educational standards. Rates of rejection were especially high among Negroes in the states which make relatively low expenditures for school transportation and education. This is emphasized on page 26 of the October 1944 *Education for Victory*.

Other figures presented in the same magazine for November 20, 1944, indicate that "attendance is better in urban areas at all ages than in rural areas." This report of the U. S. Office of Education states that "The proportion of children out of school in rural areas (22.1 per cent) was much greater than the proportion out of school in urban areas (12.7 per cent) at the time the census was taken in April 1940."

Wide variations in these attendance figures are only partially explained by the fact that some rural schools were closed for the year before the census was taken. Lower rural attendance records would be greatly improved by the provision of adequate school bus service. One or two million children now out of school would be attending regularly. Vacant seats in classrooms could be filled by exerting no more effort than that of arranging for the operation of additional school buses.

5 Per Cent for Transportation

Expenditures for pupil transportation amount to about 5 per cent of the cost of the total public school program. This is a small proportion but it is extremely important. Failure to provide the relatively small allowance for school transportation deprives some children of any value that might be derived from the remaining 95 per cent of the funds expended for education.

Reports of school transportation from the southern states reveal a high degree of development but, after careful attention is given to statistical data, it becomes apparent that these states do not adequately serve the Negro children. More than one half of the Negro children in school in the South are enrolled in the lower three grades. In 10 of these states the

number of white children of school age is approximately twice the number of Negro children but the school authorities spend 13 times as much for transporting the white children as they do for transporting the Negroes.

The school transportation service in these 10 southern states must be increased by 50 per cent before it can be considered equivalent to that of states which try to serve all children more completely.

Federal Funds Needed

Differences in wealth among the states are largely responsible for state to state variations in educational service. Some school districts would be more burdened in providing the cost of transportation alone than are other areas in supplying the entire school program, including transportation. Equalization of the burden within the state is not a complete solution. Some states are financially only one tenth as able to educate their children as are other states.

This means that federal funds should be appropriated for public school education to guarantee at least a minimum program regarded as necessary for all youths in a democracy.

Without equalization through federal assistance, children in our relatively poor cities will continue to have a financially meager program, and large numbers in the rural areas of some less wealthy states will continue to be given less education than is needed to maintain our principle of self government. Millions will not have enough schooling to read and understand printed instructions, an accomplishment regarded as absolutely essential for military service and for earning a living.

Under normal conditions, many school buses are inadequate and unsafe. Hundreds of vehicles now in use were never intended for passenger service. They are uncomfortable and hazardous. After the agreement for supplying transportation is signed, the contractor is permitted to use whatever pick-up truck or even stake body truck he is able to obtain.

School officials, having accepted the lowest bid, are often unwilling to require their contractor, who may be a neighbor, to provide a safe, satisfactory and modern school bus if it would take a large investment



that he cannot afford. Hence, old worn out buses continue transporting children for years beyond the normal time limit for scrapping trucks in similar condition used in transporting property.

Improvement of school bus equipment and an extension of school transportation service should come about with the resumption of the normal production of buses in the reconversion period. A small number of new buses is being manufactured now and some used buses may be acquired from the sale of government owned surplus passenger vehicles.

Others might be made available by mounting new bodies on surplus used trucks converted for bus use. Such used chassis may not meet all safety standards without extensive alteration but they can assist with the transportation of thousands of children who without that service will not attend school. Later, as the further production of new buses permits, the less desirable equipment can be replaced by modern buses that conform to the national safety standards.

Conservation Measures Reasonable

During the war emergency, it was necessary to adhere to reasonable conservation measures which assured essential service with a minimum usage of rubber, gasoline, replacement parts, productive capacity, manpower and automotive equipment needed by the war. Most of the conservation measures are reasonable for peacetime operations also and their continuation may be encouraged by state and local school officials.

School transportation service should always be provided as economically as standards of dependability and safety will permit, since a maximum proportion of available school funds must be used in providing instruction for the children.

As a means of increasing the efficiency of the educational program, school executives and members of boards of education should carefully study the possibility of increasing attendance through the use of additional school buses. The expenditure of 15 cents a day to bring each additional child to school is small compared with the benefits the child may reap in the years to come from having been permitted to occupy a seat in the classroom.

Our Administrative Council

HAROLD M. ELSBREE

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MEXICO ACADEMY and Central School is a central rural school located at Mexico, N. Y., not far from the shores of Lake Ontario. With its faculty of 46 teachers it serves approximately 1000 pupils, from kindergarten to the twelfth grade, and a community area of some 200 square miles.

As administrator of this institution I have believed that school administration should be carried on in a democratic fashion, mine being the task of leadership and the burden of responsibility. For several years, however, I found that the faculty with which I worked seemed to prefer to have all administrative problems solved in the office. When consulted as individuals, teachers had many good suggestions to offer but, when confronted with a problem in faculty meeting, this stream of resourcefulness froze up and would thaw out only in the teachers' room and corridors after an office solution had been presented.

How to bring the wealth of the intelligence and experience of these people to bear upon problems in the solution of which they were vitally interested but concerning which they were reticent when given the opportunity to speak in open meeting caused me many a vexing hour. I was convinced that here was a reservoir of help that should be tapped for the welfare of the boys and girls in the school. The idea of an administrative council was then conceived.

The council idea was first discussed with many staff members individually. Since there seemed to be merit in the plan, it was organized for a try-out period. The council consists of seven members—three elected and three appointed—with the principal an ex officio member. Two teachers are from the elementary school, two from the junior high school and two from the senior high school.

The three appointed members are the elected chairman of the elementary faculty, the junior high school administrative assistant and the sen-

ior high school administrative assistant. One elected member from each division of the school and the principal complete the membership.

The council deals with problems that have a bearing upon the welfare of the pupils or the faculty but it does not deal with matters of board of education policy. However, its advice is sometimes sought in board matters. Whether the question is one in which the senior high school or the elementary school is predominately interested makes no difference since the group feels that the successful solution of the problem will have an effect upon the well-being of the entire school.

Let us follow one problem through in order to outline the procedure used. The administrative machinery of our activity or club program in the high school had worked well several years ago when the program was instituted but it had gradually broken down and now was sadly in need of repair. This problem was presented to a meeting of the council. Several ideas on what might be done were advanced.

These ideas were thoroughly discussed and a solution was agreed upon by the council. Since the persons who were to carry out the new program were to be members of the high school faculty, the council members outlined the suggested plan to them. They obtained the teachers' reactions and suggestions and reported back to a later session of the council. A final plan was then adopted and put into operation with the enthusiastic approval of all concerned.

Our council is still too new for us to evaluate its effectiveness thoroughly. So far we are able to detect a unity on the part of the faculty which for too long has been missed. The organization may be revised as we continue to work with it. We are considering adding the presidents of our student councils to the membership, when problems concerning them arise. No one is sure where all this will lead. Anyway, it is a worthwhile adventure in democratic administration.

Guidance Can Help Shape *RURAL CURRICULUM*

IN MANY large city high schools today curriculum revision is taking place so that what goes on in the classroom will be more closely associated with life outside the school.

It is only natural to expect innovations leading toward the work experience curriculum to begin in larger communities, where school funds are available for the purchase of needed books and supplies. It will be some time, however, before worthwhile changes made in progressive school systems are felt in rural areas.

Educators realize that the lag between theory and practice or, better still, between what should be done and what is done is counted in years. That is why many rural high schools are giving a type of education which was adequate thirty years ago but is hardly satisfactory today.

A Typical Situation

Picture a farm community with a high school of fewer than 100 pupils. The eighth grader is trying to decide whether to take the college, the commercial or the general course. (The last is a patchwork of subjects taken by those who do not choose either of the first two programs.) The school library is inadequate or nonexistent and the textbooks, although modern, must serve as the one source of information. This makes for a program developed by textbook worshippers, under which pupils are turned out who diligently prepare their homework and "recite" well, at times even brilliantly, yet who accept what is presented without thinking for themselves. Unless the teacher assigns them so many pages to read or requires this or that task to be done, they are lost souls.

Socially speaking, the rural boys and girls do not function as one would expect a high school group to do, for there are no extracurricular activities to bring them into

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contact with pupils of other high schools.

Instead of broadening the point of view of the group, the rural school, because of its lack of facilities, is developing future citizens who will fail to appreciate the value of high school training, who are likely to want a high school for the sake of community pride but will not help plan the educational program for which they are spending public funds. The result will be a static community, so far as schools are concerned.

An examination of the records of graduates and drop-outs of the rural school during the past few years shows that most of the boys settle down on farms and the girls marry and have children within a few years. Is it not tragic that a school in the type of community described offers no course in agriculture, nothing in home economics, nothing in physical education?

This does not imply that rural schools in general lack these three particular courses. No one can deny, however, that rural schools lack many of the programs they ought to have.

With this information as a background, let us see how guidance can fit into the picture presented. If the pupils can be made to realize the need for pointing their education toward the kind of occupation they will most likely follow, to what extent can a guidance program make the community realize that the present curriculum does not serve the pupils' needs?

A guidance program so organized that mechanical aptitude and clerical aptitude tests are given to the pupils and interest records are made will start individual pupils working in the right direction. A general study

of the family of occupations, an objective self analysis of his personality by the pupil and a consideration of how his personality fits in with his choice of occupation will steer the thinking of the pupil along vocational lines.

Conferences with individuals regarding home problems, financial difficulties in carrying out ambitions and other personal matters will help. In any community these are the natural and easy steps to begin with, for everybody is interested in his own welfare and future. Some may discover their interests for the first time; others may find that new doorways to success are opening to them.

As for the community, the effects of the guidance program can be estimated only by parents' interest in what their children are doing in school, by whatever publicity is given to the program in the newspapers and town reports and through talks to clubs and other organizations. This is only the initial step toward a realization that the school is not offering what the pupils need *and doing something about it.*

Obtaining Funds Next Problem

A complete follow-up program showing that most of those taking the college course from, let us say, 1940 to 1945 settled down to agricultural pursuits should be convincing evidence of the inadequacy of the college course for these pupils. Even then, educators will face the argument that Latin makes a man a better farmer, that the college course is the one that trains the mind. The task of convincing the community of the need for change along the lines suggested and then persuading it to spend the money is, indeed, a challenge.

Today, however, when hundreds of communities are appointing committees on rehabilitation and planning, guidance may well serve as an effective entering wedge in ob-

taining the proper school facilities. The responsibility of local committees for helping war veterans find jobs may make them appreciate the importance of training directed toward a particular kind of work. If the schools are to retrain veterans, certainly educators must be more and more concerned with the vocational futures of graduates and drop-outs. Pupil needs will then become a community problem.

It may be objected that guidance alone is not going to answer such questions as "What do the pupils need?" and "How are we going to give them what they need?" If we give the term "guidance" a broader interpretation than vocational help, then pupil needs will not be thought of only in terms of occupational needs. If the first question is answered by listing the needs, then certainly this rural community cannot honestly omit a training which is vital to the preservation of its economic life.

Let us look at a few individual cases. A boy enters the freshman class of such a school as has been described. Tests are given him and it is found that his interests and aptitudes are primarily mechanical. At the end of the half year he is

failing the courses he is taking, with the exception of English. The counselor finds that he spends much of his time outside school down at the local garage or tinkering with some mechanism at home.

What can be done to help this boy get what he needs and wants for success in his life work when the entire school setup is such that no matter what course of study he follows, he will likely fail?

There is the possibility of setting up a work program so that this boy can spend a portion of his school hours working at the local garage, but adequate supervision of this type of activity in an understaffed rural school limits its effectiveness from an educational point of view.

Then, there is the girl whose abilities lean toward domestic activities. She fails in the traditional school subjects, but her success in 4-H Club activities indicates that she is really "growing" in that direction. The school offers nothing to take care of her needs.

If the program cannot be extended to fulfill the requirements of pupils of these types, perhaps the wisest and sanest advice to give them is: "This school can do nothing to help you, for it is designed to help those

who can meet the standards in areas of education for which you are not fitted."

To the question "How are we going to give them what they need?" the answer is going to depend upon the extent to which influential individuals in the community have realized that pupils are not getting what they should have. The follow-up survey may be convincing enough, but the persuasion element necessary to get more money so as to add to the plant and enlarge the program is a problem in itself.

For example, if a new gymnasium is wanted and the main argument for it is better accommodations for the basketball team, certain groups in the community will fight it if their point of view toward athletic competition is unfavorable. Knowing the community is, therefore, important.

Where the school is small and where better educational facilities can be provided by establishing a district high school serving several communities, it will be even more difficult to get the community to forego its local pride and join other towns in building a high school which can serve everyone with a broad curriculum.

Principal's Bulletin Solves a Problem

NAIDENE GOY

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A METHOD has been worked out by O. C. West, principal of Hinsdale Township High School, Hinsdale, Ill., for using bulletins as a means of unifying pupils and teachers in a physical plant which has literally burst its seams.

When Mr. West came to Hinsdale in 1945 he found that there were more than 700 pupils and teachers trying to carry on in a building designed to house half that number. A counseling system had been set up to take the place of homeroom organizations since there were not enough rooms available to handle the different groups.

To meet this problem, the sixth period of the day (1:00 to 1:56 p.m.), although it is a regular class period, was designated as homeroom period. At the beginning of the period each

Monday the bulletins are read and explained to the pupils assembled in the classrooms by the teacher in charge of each class.

The bulletins give in compact form as complete a conception as possible of activities and school events. Announcements of the results of athletic events, testing programs, meritorious achievement by pupils, "lost and found" information, poetry, mottoes and philosophy make up their content.

The format is three to four pages mimeographed on standard sized paper (8½ by 11 inches). The last page, which is the special activity calendar for each day of the week, is printed on paper of a color different from that of the other pages.

Information is furnished by sponsors of activities, teachers and the

principal on Friday preceding the issuance of each bulletin. On Monday one copy is distributed to each teacher to read during the sixth period class and the activity calendar section is posted on all bulletin boards in the school.

Such a system of bulletins distributes the news and gives both pupils and teachers a definite schedule with visual evidence of the plans for the week. A collection of the bulletins for the year gives almost a total picture of the school as a working unit.

Through the medium of the bulletin, all teachers are brought in closer contact with one another for they are kept informed of the current activities and problems of the school staff. Thus, professional cooperation and esprit de corps are encouraged.

Chalk Dust

Motto of the Month

DURING recent visits to some of the more highly powered school administrators, I have been struck by the prevalence of a motto which appears on their well ordered desks. The motto consists of one bold, succinct, unblinking word: "Think," it says.

Whenever I see that motto, I am covered with terror and dismay. As a school superintendent, I don't like to think too hard or too often because thinking invariably seems to get me into trouble.

Do I think about my curriculum, I wonder why I still include all of the junk of the Civil War era and nothing about the United Nations. If I think about children's health, I can't help but remember that I purposely broke the light meter in a fit of despondency because it failed to register much above zero in half the classrooms. When I think of the more knotty problems, such as intercultural education, I wonder if it's really true, as I so glibly and publicly state, that there is no problem of intolerance in my school and that the fight on the playground is just a little childish exuberance.

"Think," says the motto. If I think long enough, I think maybe the board of education ought to think about getting a new superintendent who can really think.

If ever I get an important position, I am going to get me a new motto so that when irate parents come to call, they will be properly impressed. My motto will read, "Silence! Genius at work." Maybe then I'll have time to think.

« » This Is a Child

SEEDS are not fruit nor are buds blossoms, but only promises which flower or wither in their growing. Likewise, a child is a child and not an adult.

This is the way a child is: a person in his own right, with his own fears and frustrations, hoping his own hopes and dreaming his own dreams, feeling his own successes and groping through his own inadequacies. He can not be judged with adult judgments or penalized with adult penalties for he lives in a bewildering world which is not of his own making.

A child is a child, a body shaping to health and competencies, a mind tempering to thought and understanding, a soul fashioning to beauty and truth.

Though physically the child grows willy-nilly, it is only through those around him that he shapes and tempers and fashions.

If the child is mishandled by adult ignorance or impatience, the growth is stunted and the promise of fulfillment may never come to fruit. But in the warmth of adult affection and understanding, the child grows sound and good and altogether wholesome.

« » To a School Architect

*Welcome, thrice welcome, O builder of schools,
Translator of bricks into dreams;
Sorely we've missed you, O slider of rules,
Our buildings are bursting their seams.*

The bond issue carries, though not without pain, and a site is selected with care; then enter the architect, suave and urbane, with blueprints and plans everywhere. The drawings are placed for the public to see so that critics may study each lack and the smart alecks point out each small fallacy, not knowing the front from the back. They nod at the paintings of each stately tree, the lawns and the arbors of shade, forgetful that even the best factory can't supply all this trim ready-made.

*It is fitting and right that a new motto gleams
To bewilder the school passer-by.
Ye were gone far too long, O builder of dreams,
"Atque nunc cedant arma togae."*

In his haste does the architect miss a few stairs or forget several windows and doors? Let the contractor fix up the minor repairs in his mundane and trivial chores. Does he plan him a chute where a chute shouldn't chute, a trap for the kiddies at play? Let the parents rise up and in wrath prosecute; let the board and the taxpayers pay. For the architect builds but for beauty and grace, his temples of stone and of brick, and when he eliminates all storage space, in vain, let the janitors kick.

*O, sir, may your visions forever prevail,
Till you go to that glorious land
Where the most doubtful bond issues never shall fail,
Where statlier mansions are planned.*

Frederick J. M. [Signature]

Current Decisions on School Law

M. M. CHAMBERS

American Council on Education

Equal Protection Means What It Says

Ruling: *A United States circuit court of appeals holds that the "equal protection of the law" clause of the 14th Amendment to the Constitution is violated by a "policy, custom and usage" of discriminating against Negro teachers by paying less salaries than to white teachers of equivalent qualifications and duties in the school district of Little Rock, Ark. Morris (Hibbler, Intervener) v. Williams et al., (U. S. C. C. A.), 149 F. 2d 703 (1945); reversing (U. S. D. C.), 59 F. Supp. 508 (1944).*

Case: Earlier federal decisions have established the illegality of fixed salary schedules discriminatory on account of race or color but in this case the existence of a fixed schedule was not proved. The district court held also that no discriminatory policy was in evidence but the circuit court of appeals, scanning the record and finding many excerpts from the school board minutes over many years, such as resolutions for \$100 increases to all white teachers getting less than \$900 and \$50 increases to all Negro teachers receiving less than \$700, found ample evidence of a discriminatory custom.

Said Circuit Judge Thomas for the whole court: "We have found that the proof establishes the averments of the complaint that the defendants had been and were at the time of the trial maintaining a policy, usage and custom of discriminating against the colored teachers of the district in the matter of salaries solely on account of race or color. The holding of the district court denying a declaratory judgment is accordingly reversed."

Comment: The case was remanded with directions to enter forthwith a declaratory judgment, without prejudice to the plaintiffs' rights to apply for further relief. Another legal landmark is posted in the long climb toward equality of educational facili-

ties for all Americans. The federal courts perform their function of giving meaning to the great constitutional safeguards of the rights of citizens of the United States in cases properly brought before them.

Courts cannot perform the legislative function of devising measures for the equitable distribution of the basic financial resources for public education among the states and among localities. Such measures are for the wisdom of the Congress and the state legislatures. A nearer approach to a reasonable nationwide equality of educational opportunity for all according to ability, regardless of the accident of residence or race, awaits the long recommended and long overdue system of federal grants to the states for general educational purposes.

Tenure for Bus Drivers in Louisiana

Ruling: *A permanent school bus driver under the tenure act of 1942 in Louisiana cannot lawfully be discharged after a proper hearing by vote of less than a majority of the entire membership of the school board. Miller v. Rapides Parish School Board, (La.), 25 So. 2d 623 (1946).*

Case: Charges of failing to run his bus on schedule and failing to stop at regular stops were filed against a bus driver and a hearing was held by the school board at a meeting with 11 of its 13 members present. At the conclusion of the hearing there was an almost even division of opinion but the charges were sustained by a vote of 6 to 5, and the driver was ordered discharged. He promptly sued for an injunction restraining his removal pending judicial determination of his rights and subsequently his tenure in the position was confirmed by the state supreme court.

Recognizing that a school board

may adopt a rule fixing a quorum for transaction of ordinary business, the court considered that the language of the tenure act of 1942 evidenced a legislative intent to make the hearing in a case of dismissal an occasion of more than ordinary importance, in which a vote of no less than a majority of the entire membership of the board should be determinative.

Comment: Boards of education, in the performance of their quasi-judicial functions, are nowhere required to proceed with all the formalities of a court of law. But they must proceed in a manner calculated to accord the accused all the rights given him by the statutes and treat the occasion in no casual manner. With proper dignity and care in the reception and weighing of evidence, neighborhood complaints and disputes can usually be adjusted without resort to the courts. This is an important duty of boards of education everywhere.

School Plant Must Serve Many Purposes

Ruling: *A county board of public instruction in Florida may lawfully purchase or construct teachers' homes, where deemed necessary, and may borrow money for the purpose and repay it from public school funds. Taylor et al. v. Board of Public Instruction of Lafayette County, (Fla.), 26 So. 2d 181 (1946).*

Case: The county board borrowed \$6000 to purchase homes at the towns of Mayo and Day. A home at Mayo was purchased at \$3000, whereupon a taxpayer's suit was brought to restrain further transactions under the loan, alleging that the board was exceeding its statutory powers. The state supreme court found that the Florida school code of 1939 fully authorized the transactions and spoke as follows in the opinion given by Mr. Justice Terrell.

"It is still the law that public school funds be safeguarded and kept inviolate for the purpose designed; at the same time, athletic fields, gymnasiums, bus sheds, teachers' homes and many other adjuncts have been declared by the legislature to be necessary to an adequate public school plant and highly essential to the conduct of the county school system. . . . Expenditures for them are safeguarded in that they must be approved by the state board of education."

The court went on with a trenchant and eminently quotable statement of the broadening of the modern public educational function: "An adequate public school program now contemplates the development of skills that flow from the head, the hand, the heart. It must offer training in the laws of health, sanitation, dietetics and recreation, in addition to subjects that are cultural. Expenditures for facilities that aid these purposes may be lawfully made from the public school funds."

"In declaring for such a program, the legislature has in unmistakable terms relegated to the discard some traditional educational concepts, hagridden by provincial philosophies that time and experience have outmoded, some of which stubbornly resisted any appropriation of tax funds for public school purposes."

Cutting Red Tape That Binds

Ruling: *A school board in Pennsylvania may lawfully make an advantageous purchase of real estate without having previously budgeted the purchase price; and members of the board are not personally chargeable for the outlay, nor for sums expended to improve the property promptly for school use, though technically not in strict conformity with the state school code, provided they show that no financial loss to the district resulted.* In re Audit of School District of City of Scranton (No. 1), Appeal of Battle et al., and (No. 2), Appeal of Marsh, (Pa.), 47 A. 2d 288, 292 (1946).

A Pennsylvania act of 1911 stipulates that school directors shall be "surcharged with the amount of any expenditures made illegally by their act or neglect"; but an act of 1931 modifies this by providing that "on appeal from an auditor's report, it shall be within the discretion of the court to sustain or not to sustain a

surcharge where it appears that the appellants acted honestly and in good faith for the best interests of the school district and where no loss or damage to the district resulted from their action."

Case: In September 1942 the Scranton school directors purchased a park for school athletic purposes for the sum of \$36,000 and proceeded immediately to expend some \$12,000 for necessary improvements to the grandstand, field house, ticket office and other appurtenances of the field, so as to have it ready for the football season. The board used its own force of maintenance workmen to perform the work and in most cases the separate expenditures for materials were less than \$300 each. However, the outlay was technically in violation of a section of the school code which requires all expenditures exceeding \$300 to be by contract let to the lowest bidder after proper public notice.

An auditor's report imposed the amount of the \$12,000 thus expended as a surcharge against the directors. The court of common pleas sustained the surcharge and allowed a taxpayer to intervene with a petition that the \$36,000 purchase price of the park be also imposed as a surcharge but dismissed his petition after hearing the evidence. Both aspects of the case were appealed to the state supreme court, resulting in complete exoneration for the board of directors.

As to the purchase price of the land, the board successfully showed that the money had not been budgeted for other purposes and was derived from unanticipated revenues flowing into the general fund, and that its expenditure was not in violation of any provision of the school code governing budgeting. Moreover, the price appeared to be extraordinarily reasonable and no evidence of loss or damage to the district appeared.

As to the outlays for improvements, the court pointed out that they were in fact violative of the code but was satisfied with the directors' defense that they were unaware of the exact interpretation of the competitive bidding provision and believed in good faith that they were acting within the law and were so advised by the solicitor.

The court was convinced that under a literal compliance with the

competitive bidding procedure the work not only would have been unduly delayed but actually would have cost more than the sums expended in this instance. Therefore, there was no loss to the district and, under the statute of 1931, the court approved the transaction in its entirety and absolved the directors from any liability.

It was noted that a statute of 1945 supported and extended the principle of the act of 1931 by providing that no surcharge against an officer shall exceed the actual loss sustained by reason of his error or omission, unless fraud or collusion on his part shall have been proved. This act was enacted too late to be applicable to the present cases, however.

Comment: Most states would profit by a revamping of the statutory controls to eliminate the restrictions on petty expenditures and to allow discretionary deviations in emergencies perceived by school boards. Safeguarding public money should not be carried to the point of limiting the discretion of the board so narrowly as to destroy opportunity for flexible and adaptable local action.

Men and women of vision and spirit would not want to serve on school boards without pay if they were to be threatened constantly with personal financial liability for every possible technical violation of a too complex and rigid set of statutory hamstrings.

Contracts May Permit Teachers' Salary Rises

Ruling: *Oklahoma boards of education may contract with teachers for specified salaries, with the proviso that the salaries may be revised either upward or downward when the actual amount of revenue available for the purpose becomes known; and under such contracts a substantial upward revision of salaries is lawful.* Edwards v. Board of Education of Oklahoma City et al., (Okla.), 169 P. 2d 1015 (1946).

Case: The Oklahoma City board contracted with its teachers in the manner indicated in the fall of 1945 in the expectation that actual revenues would make possible a subsequent general increase and in May 1946 it formulated and published a schedule of additional payments. A taxpayer sued to enjoin these pay-

ments, contending that the contracts were too indefinite to be enforceable. He did not allege any violation of the Oklahoma constitution or statutes.

Unimpressed by the argument of the complainant, the state supreme court declared: "He says contracts of employment by school districts must be definite and certain in the amount to be paid, otherwise they are invalid. This argument ignores the limitation inherent in all such contracts of employment that all agreements to pay are dependent upon the estimated income. To this extent they are all tentative. But they are not illegal or invalid and unenforceable for that reason."

Comment: The soundness and fairness of the decision become especially clear when one recalls that a decade ago during the depression teachers' salaries were in many places reduced on account of shrinking tax receipts. If salaries must be dependent upon revenues, certainly the principle should work both ways, in periods of inflation as well as in time of deflation.

Recommendation of Applicant

Ruling: *In Massachusetts the statutory duty of the superintendent of schools to recommend teachers to the school committee is owed only to the committee. Thus, if the superintendent delays making a recommendation for a vacancy and if the school committee does not require him to make one immediately, the courts will not intervene at the petition of an applicant for the vacant position.* Crudden v. Superintendent of Schools of Boston, (Mass.), 67 N. E. 2d 474 (1946).

Case: A local candidate for the vacant position of headmaster of Latin in the day high and clerical schools of Boston sought a writ of *mandamus* to compel the superintendent of schools to make a recommendation to the school committee for filling that position, alleging that he himself stood rated No. 3 on a list of candidates prepared in accord with standing rules of the committee.

As a matter of fact, the rules provided for the preparation of such a list by the board of superintendents consisting of the superintendent and six assistant superintendents, but the list relied on in this case had not been approved by that board or by the superintendent because of the

fact that great disparities in the ratings of the candidates on "teaching ability" led to doubt of the efficacy of the ratings and a revision of the rating process in that particular was, therefore, under consideration.

The Supreme Judicial Court readily decided that no *mandamus* should issue in these circumstances and epitomized the law of the situation in a few words: "Respondent [the superintendent] cannot be compelled to make a recommendation of any of the first three names appearing upon a rating list that has never been approved by the board of superintendents, the respondent or the school committee."

Vacancy in County Superintendency Promptly Filled

Ruling: *Georgia law is solicitous that no public office shall stand long without a legally qualified incumbent. This is in accord with the principle that it is in the public interest that vacancies should be promptly filled. Thus, when a county superintendent of schools was indicted for embezzlement in August, promptly suspended from his office and a successor promptly appointed for the unexpired term, the successor is entitled to the office as against a subsequent claimant, though the preceding incumbent was not convicted and legally removed until October.*

Parkerson v. Hart, (Ga.), 38 S. E. 2d 397 (1946).

Case: Upon the indictment of the county superintendent, the county board of education immediately suspended him and appointed Mrs. Anne S. Parkerson as his successor. She qualified and was commissioned by the governor for the remainder of the unexpired term ending Dec. 31, 1948. Her predecessor took no appeal to the state board of education as authorized by statute and, when arraigned, he pleaded guilty to embezzlement and was convicted.

After his plea of guilty and conviction, the board of education enacted an order removing him and appointing J. F. Hart as his successor, apparently believing Mrs. Parkerson's appointment was good only for the interim of three months. Hart sued in *quo warranto* to obtain possession of the office from Mrs. Parkerson and won in the trial court but the decision was reversed by the state supreme court, finding that Mrs. Parkerson was legally entitled to the office until Dec. 31, 1948.

Comment: The tenor of Georgia law, evidently not well known to the board of education in this case, has much to be said for it insofar as it strongly favors prompt executive action in filling vacancies and preventing lengthy interim periods with heavy losses of efficiency.

New School Pattern in Georgia

O. C. ADERHOLD

Director of Education Panel

W. A. STUMPF

Agricultural and Industrial
Development Board, Athens, Ga.

WHEN lay and professional groups in a community are brought face to face with the facts about their schools, they will make intelligent decisions and inaugurate a program of action if the experience of the education panel of the Agricultural and Industrial Development Board of Georgia during the last year is any criterion.

Seventy local volunteer leaders in 12 demonstration counties of the state, guided by members of the field staff of the panel, in 1944 inaugurated activities to stimulate and assist local groups in studying, planning and improving the educational pro-

grams in their respective communities. Statistical and other facts about their schools, their communities and the state were provided by the research staff of the panel.

A community meeting, held monthly or semimonthly in each participating school community, was the cornerstone of the developmental program. Here leaders sought to stimulate members of the group to voice their opinions as to what they expected their schools to do and to be. After these expressions of opinion had been made, the present program of the school was analyzed. At this time facts about popula-

tion and occupational trends, school programs elsewhere and the like were marshaled for the group's consideration. Comparisons between the present programs and the desires of the group followed almost automatically and the groups were then encouraged to plan a long term program for their schools. At the same time, such immediate steps as could be taken were planned and carried out.

Obviously, some problems that emerged in the local discussions could not be solved on a local basis. Accordingly, countywide committees, usually with about 15 lay and professional members, were formed to study and to act upon such problems. Detailed studies of consolidation, finance, buildings and transportation were made for several counties at the request of countywide committees. In each case definite action was taken as the result of such studies.

Many Meetings Held

Approximately 12,000 lay persons and 9000 professional personnel from 109 school communities participated in 657 monthly and semimonthly meetings during the year. In addition, 153 countywide committees met from one to five times with field and other staff members of the panel. Staff members also held 140 other meetings growing out of the operations of the panel.

Among the most evident of the numerous beneficial results noted were the following:

1. A changed point of view on the part of many teachers, principals and superintendents concerning the program and operation of the schools.

2. The initiation of programs of adult education, particularly in rural areas, which brought interest in and support to the schools.

3. An increased understanding of the problems of vocational education for high school and out-of-school youths in communities in which the rural-to-urban shift of population was especially marked.

4. The stimulation of interest in the creative and industrial arts and in industrial and distributive education.

5. The development of functional health programs.

6. The inauguration of guidance activities, particularly vocational

guidance, a field of activity previously accorded ardent lip service but otherwise rather generally neglected.

7. The stimulation to improve the school plant and make use of it on a year round basis.

In addition to the developmental work, the education panel undertook several statewide studies. Some disturbingly shocking discoveries were made and, in some instances, corrective legislation was the result.

A study of 97 per cent of the school buildings of the state revealed that about 40 per cent of the school plants for whites and nearly all of those for Negroes were so inferior on the basis of national standards that it was believed inadvisable to make expenditures for more than the barest essentials. Other findings concerning safety, sanitation and financing resulted in the passage of legislation authorizing a school building code for Georgia, and such a code has been adopted by the state board of education.

Intensive studies of building needs as part of a projected public works program were made in 70 of the 159 counties of the state. This activity, carried on in cooperation with the public works panel of the Agricultural and Industrial Development Board, has resulted in the completion of plans and the filing of school building needs to be processed when and if the federal government should inaugurate a public works program.

Transportation Facilities Poor

The study of school transportation showed that many buses in operation in Georgia are unsafe and that drivers often are unqualified for their duties. Furthermore, wide discrepancies were discovered in the prices paid in various parts of the state for identical equipment, supplies and services. As a result, legislation to correct some of the shortcomings and abuses was introduced in the legislature.

Inadequacies in the education of teachers were revealed in another study. About 1300 of the state's approximately 15,000 white teachers and 2000 of the 7500 Negro teachers had no preparation for teaching beyond a high school education. More than half of the white and two thirds of the Negro teachers had less than four years of college preparation. At the time the study was

made, 1100 teaching vacancies existed.

Studies in school administration corroborated findings elsewhere concerning the high cost of education and the meager programs offered in small high schools. A study of the age groups reached by the schools resulted in the passage of legislation permitting Georgia schools to participate in adult education. Another administration study revealed that 20 counties in the state had fewer than 1600 white and Negro pupils combined and that present laws make difficult the cooperation of counties with one another for purposes of efficient administration.

As the result of another study, the education panel has recommended that the state adopt the 12 grade plan of instructional organization. The panel's research staff also made detailed studies concerning administrative organization, some of the findings of which are now embodied in provisions of the state constitution.

Current Year's Program

The program of the education panel for the current year includes an expansion of the planning and developmental work beyond the 12 original demonstration counties, with an enlarged staff of volunteer local leaders working under the guidance of the panel's field staff. During the summer of 1945, local leaders were prepared for their activities in seven school leaders' workshops in six units of the University System of Georgia and at Atlanta University.

Research activities were undertaken with respect to needed programs of vocational and professional education in the state. A comprehensive study of school finance also was planned.

Throughout its program, in both its developmental and research phases, the education panel has sought the help of lay and professional persons. It has been found that such cooperation has already caused many forward steps to be taken, varying from the rebuilding of outside toilets to the formulation of a state building code. As a result of its experience, the panel and its staff are convinced that when the people of any community know the facts and are encouraged to express their wishes progressive steps generally are forthcoming.

NAMES *in the* NEWS

Superintendents



Clyde V. Winkler, acting superintendent, has been appointed superintendent of schools at Cicero, Ill., succeeding **C. A. Weber** who resigned to take an administrative post at the

University of Cincinnati.

Edwin A. West, high school principal, has been named superintendent of schools at Washington, D. C., succeeding **E. S. Johnson** who resigned after twenty-three years of service as teacher, coach, principal and administrator in that city. Mr. Johnson will now devote his time to supervising Camp Mishemokwa at Bear Wallow, N. C., which he owns.

Rodney D. Mosier has been appointed acting superintendent of schools at Uniontown, Pa. He was formerly high school principal. The post came to him suddenly when the man appointed superintendent took another position. Mr. Mosier had not been a candidate for the superintendency.

W. W. Wright has resigned as superintendent of schools at Highland Park, Kan., and no successor will be named by the board. Instead, **Walter Hines**, high school principal, and **C. P. Wetlaufer**, grade school principal, will assume the superintendent's duties in relation to secondary and elementary education, respectively.

Robert C. Jennings is the new superintendent of schools at Charlottesville, Va., succeeding **G. Tyler Miller**, now state superintendent of public instruction for Virginia.

J. M. Hodges, superintendent of schools at Tyler, Tex., has been appointed president of Wharton Junior College, Wharton, Tex.

Fred M. Chenoweth, high school principal, has been elevated to the assistant superintendent's desk of Lewis County schools, Weston, W. Va.

Laurence Harper has been appointed superintendent of South Pasadena-San Marino High School District, succeeding **Roy Simpson** who resigned last No-

vember to become state superintendent of public instruction for California. Mr. Harper was formerly assistant superintendent.

Robert Newton Cunningham, an officer in the naval reserve and later with the Office of Scientific Research and Development, has been appointed headmaster of St. Louis Country Day School, St. Louis. He has been on the faculties of Princeton, Phillips Exeter and Vanderbilt.

Lewell Carpenter is the new superintendent at Wabash, Ind., following **Owen Neighbors** who resigned after thirty-five years in office.

John B. Chaffee is the new superintendent of schools at Sharon, Mass. He was formerly school head at Middletown, R. I.

R. O. Borreson, superintendent of schools at Corning, Iowa, has gone to Sheldon, Iowa, as administrator and has been succeeded at Corning by **D. D. Dunlavy**, former superintendent of the consolidated schools at Underwood, Iowa.



Dr. S. Willard Price, former superintendent of schools at New Britain, Conn., has been elected to the superintendency of schools of Greenwich, Conn., to succeed **Maynard W. Linn** who resigned

from that position for reasons of health.

E. D. Humann is the new superintendent of schools at Aurora, Neb., succeeding **Del Danker**, now on the staff of Kearney State Teachers College in Nebraska. Mr. Humann was previously superintendent at Oakland, Neb.

Marion C. Howard of Clinton, Iowa, has succeeded **Charles F. Martin** as superintendent of schools for Maquoketa County, Iowa. Mr. Martin, after nineteen years as county superintendent, has become executive secretary of the Iowa State Education Association.

Cecil Munson, former superintendent of the consolidated schools at Whiting, Iowa, is the new educational director of the national rehabilitation committee of

the American Legion with offices in Washington, D. C. **Rex G. Dory**, former army major, succeeds Mr. Munson.

Ned Kuller has succeeded **Clyde W. Cranmer** as superintendent of schools at Kittanning, Pa. Dr. Kuller was assistant high school principal last year. Mr. Cranmer retired after forty-two years of service in teaching and school administration.



Leslie W. Lee, former director of placement and extension, Eastern Washington College of Education, resigned August 1 to accept the superintendency of the public schools at Rosalia, Wash.

Graham R. Miller, principal of East High School, Denver, has been appointed assistant superintendent in charge of business management to succeed **James J. Ball**, retired. **Louis H. Braun**, administrative assistant in the Denver schools, succeeds Mr. Miller as high school principal. **Milton C. Rebell**, principal of Cheltenham and Colfax schools, takes over the administrative assistant's post. **Claud B. Pendleton** is the new assistant superintendent in charge of elementary schools.

Principals

J. P. Murphy is the new principal of Willard D. Purdy Junior High School, Marshfield, Wis. He was formerly director of physical education in the Marshfield schools and city recreational director.

Mrs. A. S. Hammond, principal of the union high school at Redondo Beach, Calif., has retired after twenty years' service. Her successor is **Wilbur Kirkpatrick Cobb**.

P. G. Myer has been named principal of the high school at Alexander City, Ala.; he was formerly high school principal at Anniston, Ala.

Wilfred Gamble on September 1 became supervising principal of Southbury Consolidated School, Southbury, Conn. He was principal of Lincoln School, Marion, Ala., before he joined the navy in 1943.

(Continued on Page 94.)

A School Committeeman Looks at His Job

IN THE early days of New England—indeed, in the early days of every American pioneering community—little time was available for education.

As soon, however, as the settler was able to wrest from the wilderness anything more than the bare necessities of living, his thoughts turned now and then from the cultivation of the soil to the cultivation of the mind. The people banded themselves together in the interest of education, school districts took form, committees were selected and competent teachers were sought.

We need not trace the development of these bodies or of the teaching profession. Both have developed far beyond the bounds imagined by those ancients who witnessed the genesis of the school system. Yet the two fundamental principles involved in the beginnings of these systems still remain. They are the convictions that: (1) children must be educated and (2) professional personnel selected, paid and, to a great extent, directed by the community must educate them.

School Board's Functions

Superintendents know that a school board has two major functions. One is to select a competent superintendent and the other is to prepare for the children of the community the greatest amount of the best quality of education that can be bought by the available funds. The latter function may be and usually is extended tremendously into the field of educational theory but it can never replace the work of the professional personnel. The improvement of education is distinctly a professional matter and it is, therefore, the business of the superintendents and the teachers to take the lead.

It is an easy thing for the professional, particularly the earnest man of integrity, to follow a hobby, or shall we say doctrine, a shade too zealously and to take his school com-

EARLE B. DANE

School Committeeman and President of
Chas. H. Philbrick, Inc., East Greenwich, R. I.

mittee along with him. I submit that every person interested in public education should test each act he performs and each decision he makes by the following question: Is this act or decision in the interest of the children committed to my care and in the interest of the community?

If an act or decision does not meet this test, then it should be abandoned at once.

Board Must Direct

If we agree that leadership must come from the teaching profession and if we agree that all acts and decisions must be tested by their usefulness to the children and to the community, it is then proper for the professionals to say, "We are ready to contribute knowledge, experience and leadership but you must pass these things on to the community."

It would, indeed, be a poor board which would refuse such a challenge. Because the responsibility for the direction of education rests with the school boards, it follows that the responsibility for creating a demand for improvement in education rests with the same bodies. I know of at least one school board which found through bitter experience that to be right is not enough. It is also necessary that the community be so informed and enlightened that its citizens will perceive what is good and desirable even when special interest and greed cloud the issue.

Thus far I have dealt only in generalities because I believe that these make a suitable background for more specific suggestions. In making these suggestions, it is my purpose to indicate lines of thought or courses of action. There may be disagreement with some or even all of the specific recommendations which follow. But I believe no one will dis-

agree with the basic thought which lies behind them, namely, that, by one means or another, school boards must be better informed and more efficient than they are today and that when they are they can, in turn, gain the overwhelming support of the people for improvement in education. Let it not be forgotten, however, that the professionals must supply the leadership and make the necessary knowledge available.

I can well remember when 18 years ago I first took my place on a school board. I didn't have the remotest idea of what was expected of me but I felt very responsible and solemn. I had been warned about the peppery temper of one of the members and been told that another was a typical small town storekeeper, old fashioned and tight.

Both of these men are still active and the hot discussions I had with the first have built up over the years such a fund of natural regard and respect that whenever I contemplate it I feel rich indeed.

The other proved to be the most liberal and progressive member of our group, a man so broad, sound and lovable that we have all fallen into the way of calling him "Pop," and meaning it from the bottom of our hearts.

Our Troubles Began

Well, we hadn't been together long before the superintendent resigned as did the clerk of the board. Then we began to learn. We didn't know how to pick a superintendent and promptly proved it. We had no idea of keeping accounts so that we might take advantage of the various forms of state aid. We had teacher trouble. The roofs leaked. We had trouble in the country district. The date of the school fiscal year was changed. We had more teacher trouble. We lost our janitors. We lost our tempers. We lost weight. But we learned at the same time. Now almost all those trials and

tribulations are unnecessary and yet all over New England new school boards are still plagued by the same troubles. Is it not possible that the experiences of all our boards could be gathered together into a handbook of instructions to school committees? Such a volume, and it need be but a small pamphlet, would have been a great help to the new members of our board and I am sure it would be to all new men as they take up their duties.

It seems to me that the election of school board members is not a matter for partisan politics. I suggest that constant effort be made to do away with this objectionable practice. Almost invariably politically minded persons seek election to school committees as a means of getting into the seductive game of politics. They serve for a while until there is a vacancy in some more politically attractive spot and then they move on.

Partisanship Not an Asset

Many communities already hold elections for school committee members at other times than at general elections and there are no party nominations. I am not, of course, so credulous as to believe that by following this course all politics will disappear. Of course, there will always be political activity in an election within a democracy. It would seem better, however, to free our schools to the greatest possible degree from all control by partisan politics and politicians.

New England is famous for its institutions of higher education. But what do most of them contribute to the cause of public education? Very little, indeed. There is, as far as I know, no extension course offered by any New England college on the subject of education designed for school board members and other interested laymen. Some may think it futile to expect school board members to go to school to learn about their jobs. Maybe so. I don't know and neither does anyone else because it has never been adequately tried. Why not pick a place to sponsor the idea and find out?

The parent-teacher associations in most towns should be exploited. That should, of course, have been said in a whisper, because it is their province to exploit and not to be exploited. Nevertheless, they offer a

splendid medium for this work. Many parents would like to know more about education and I can think of no surer way to gain supporters for any program for the improvement of education than to hold adult classes on this subject. I doubt that many men will attend but I feel sure that a well publicized short course on interesting subjects related to educational problems would be well attended by mothers. As a matter of fact, it might work out that adult classes in any subject would help an educational program.

I am afraid that I may with justification be accused of talking about a number of things which a layman cannot help to improve. I have said that I believe that the subject should really be "What can the superintendent do to assist us in improving

education?" I still believe that this is the proper approach.

There are thousands of school board members scattered over New England and throughout other states. A pitiful few come to their jobs with any preparation. The rest of us flounder around learning, if we do learn, by trial and error or by contact with the small number of adequate educators it may be our good fortune to employ. By far the great majority enter upon their duties, serve for a time and retire without any idea of what it is all about.

Is it not, then, a wise suggestion that every effort be made to improve the quality of school boards and then, what is far more important, make certain that they are thoroughly conversant with their duties and their opportunities?

Reading Festival for Rural Schools

WALDO W. BRADEN

Professor of Speech, Iowa Wesleyan College
Mount Pleasant, Iowa

FOR many years, one of the few extracurricular activities of the rural schools of Henry County, Iowa, has been the annual declamatory speaking contest, patterned after a similar activity of the Iowa high schools.

The pupils are permitted to select humorous, dramatic or oratorical selections. They memorize their readings, carefully rehearse them and on the designated day present them in the county contest.

Although the festival is held in March or April, the teachers start their training programs early. Emphasis is not placed on having the pupil memorize one "declam piece" but rather on the artistic reading of a large number of selections from regular and supplementary reading texts. Teachers are encouraged to urge their older pupils to read for their schoolmates during recreational periods.

The festival organization may be summarized as follows.

1. All pupils in the sixth, seventh and eighth grades are eligible to participate. One school enters sometimes as many as four or five readers.

2. Each participant reads from a book or manuscript one short selection of prose and one of poetry.

3. Readers are divided into groups of from eight to 12. From six to 10 groups function simultaneously.

4. For the most part the rural teachers, usually from three to five for each group, do the judging.

5. Readers are rated as superior, excellent, good, fair and poor. Ribbons are given to all participants.

Each year from 50 to 100 rural pupils with their teachers coming from as many as 40 of the 64 schools participate.

The values of the rural reading festival are many. First, it provides the teacher with a means for motivating her pupils to do better reading, both oral and silent. Second, it provides the pupil with an opportunity to read orally. Reading is appreciated as a means of communication of ideas to others as well as a way to get information. Third, it gives the teacher an opportunity to hear pupils from other schools, causing her to think more objectively about oral reading and develop more adequate standards of attainment.



Pupils Make Own Murals and Posters

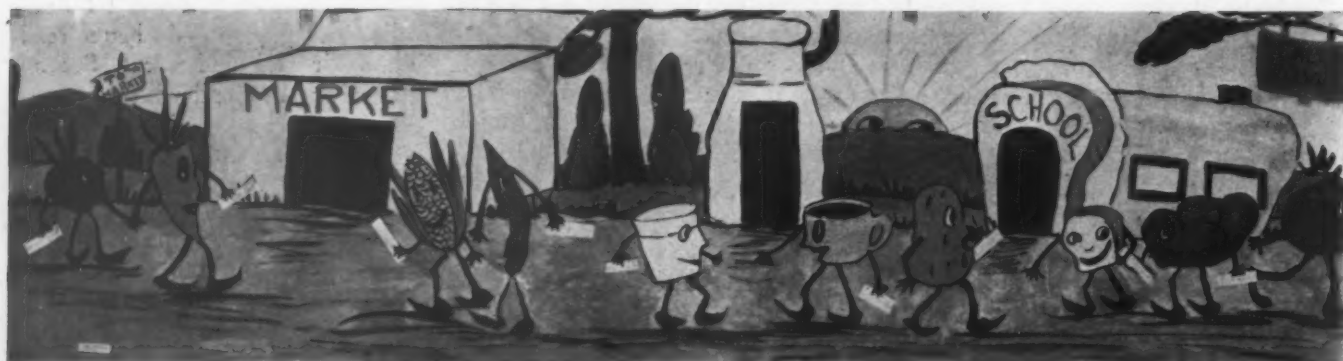
We had a fruit race
It was fun
Apples won the race
Oranges and lemons came
in next

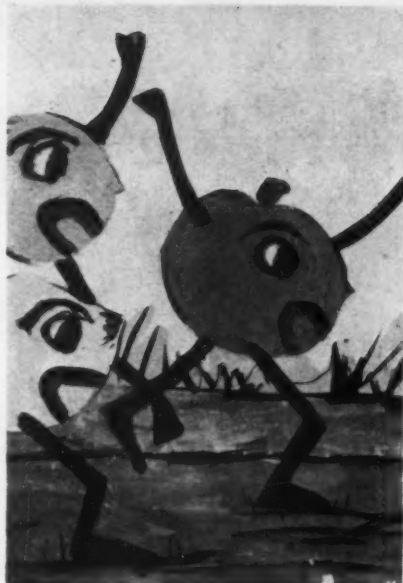
THE panels, murals and posters shown on this and the opposite page represent the work of pupils in elementary school from grade 2

to grade 8 in the public schools of Carteret, N. J. They were done under the direction of the art director, Agnese Gundersen.



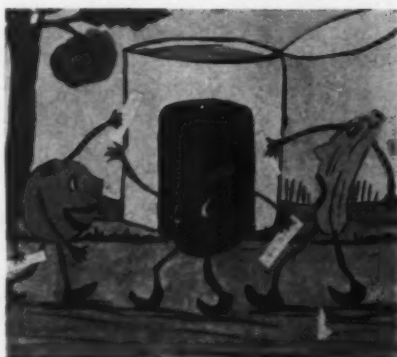
HEALTH PARADE





"Health Education" was the general theme for all of them. The original picture stories were inspired by class discussions of such subjects as health foods, vitamins, health aids, nutrition, strong bodies and related topics.

The children found much joy and inspiration in creating something useful for their school and the pictures have a freshness and liveness that reflect the interest and en-



thusiasm of the young artists. The work was displayed at the Middlesex County Institute at the request of M. L. Lowery, county superintendent

of schools, and the paintings were later used to decorate the walls of classrooms, the school cafeteria, the corridors and library.



THE SCHOOL CAFETERIA

CONDUCTED BY MARY D. GARMO BRYAN



Hot lunches are served at pupils' desks.

Volunteers Start School Lunch

JULIE B. HOWSON

Newtown, Conn.

NEWTOWN, Conn., is a rural community which has a school population of 600. For the past few years its school facilities have been seriously overcrowded. The central school building, Hawley School, formerly housed all grades from 1 through 12. However, under the recent pressure of increased enrollments, the sixth grade was installed in two reopened one room schools. In addition, the entire fifth grade, along with parts of the first four grades, is now housed in a two story building at Sandy Hook, a section of Newtown.

Situation Is Studied

It was during the fall of 1940 that the Newtown P.T.A. first became school lunch conscious. At that time the children of Hawley School had a lunch period averaging twenty minutes and the entire high school was allotted only ten minutes. The suggestion which a high school teacher made to a new member of the P.T.A. eventually resulted in the appointment of a committee to study this situation and to compare

the practices in our schools with those of schools in nearby towns. The report made by the committee brought about a much needed lengthening of the lunch period when the new school year started in September 1941. The high school pupils were now given thirty-five minutes in which to eat lunch.

Suggestion Turned Down

The following winter, 1941-42, attention was concentrated on finding some means by which a hot lunch could be served the children. Investigation showed that it was physically impossible to cook and serve food in Hawley School because of lack of space. A plan was then laid before the board of education suggesting that it rent a building directly across the street which was equipped as a restaurant and which was not used in the winter months. However, this idea did not meet with favor and had to be abandoned. The town as a whole was at this time far from convinced that hot lunches were anything more than another frill. Persons interested in the project

then turned their attention to the Sandy Hook School, adjacent to which there was a small Episcopal Church with a basement room of adequate size and a fairly well equipped kitchen. Permission was obtained from the Ladies' Guild to use this room for serving school lunches.

It was found that assistance in the shape of surplus food products and much competent advice could be obtained from an agency new to this self sufficient New England town, namely, the W.P.A. A cook was found and some 20 volunteers from among the parents agreed to act as helpers. A census of parents was taken to see how many would wish their children to have the school lunch. The Visiting Nurse Association agreed to bear the expense of lunches for the few children whose parents were unable to pay.

Then Came the Oil Shortage

We were primed to start when school should open in September 1942. Then, to our dismay, we ran head on into the oil shortage. It was out of the question to heat the church basement that winter. Winters are winters in Sandy Hook and heat is needed well into spring. During the following summer, the church changed its furnace from an oil burning to a coal burning type and it seemed that we could now go ahead with the plans as outlined, starting in September 1943.

Fate, however, was holding still another surprise in reserve. The vestry of the church asked to meet with the school lunch committee at which meeting we were informed that the cesspool of the church, which was blasted into rock and had no drainage field and which was sufficient for an occasional church supper, would be entirely inadequate for a program that involved washing dishes daily. Since no other building in the vicinity of the school was suit-



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able for the purpose, the whole affair was dropped.

But the school lunch idea had an abnormal vitality. In June 1944 a new P.T.A. board took office. Undeterred by earlier failures, it took a fresh look at the question. The teachers at Sandy Hook School were urging that their charges needed hot food. Why not serve one hot dish from an electric hot plate located in the second story hallway? A small sink and a large table were available. Once more a cook was found, who proved to be excellent, the volunteers were summoned and soon marvelous hot soup was being spooned up daily by 78 children out of the school's total membership of 106. This was in December 1944.

The project closed for the summer in May 1945 and reopened last November. An electric range had meanwhile been purchased and installed. The cost of the stove was borne by the P.T.A. and the board of education paid for the wiring, amounting to \$55. A long low cupboard now replaced the table so that supplies were kept out of the dust. The same cook is still functioning

today, much to the benefit of the children. She also plans the one dish menus and does the buying. Her excellent tasty dishes could not be improved upon and the number of children bringing their lunch money each week averages 91 out of a school of 140. The one dish meal plus $\frac{1}{2}$ pint of milk costs 45 cents a week per child. Federal aid covers the cook's salary and the food bills.

The principal has reported most favorably as to the effect of the hot lunch. Absences because of colds have noticeably decreased and attention of the pupils in the afternoons seems to have increased. Several of the children would not have a hot meal were they to go home at noon for lunch.

Without the assistance of the steadfast original volunteer helpers, this program could not function. The women come in teams of two each day. A chairman is in charge to arrange the schedule and provide substitutes. The helpers' duties are to distribute bowls and spoons to the children's desks, fill them with soup or spaghetti or other hot food, collect dishes when empty and wash

them. It is a rewarding job and, perhaps for that reason, there is little trouble with absence on the part of helpers. Of course an absence does occur now and then but Sandy Hook is a homogeneous community. Many families live close to the school and a substitute can usually be obtained on short notice.

Newtown's dream of new, fire-proof, spacious, well equipped school buildings seems likely to come true in the near future. The success of this little school lunch venture at Sandy Hook, the conversion it has effected in the somewhat dubious attitude of the general public, assures the including of proper school lunch facilities in any building that is to be erected. We shall at last see children hurrying joyfully to a school cafeteria, instead of eating from a desk where they have already spent three hours doing spelling and arithmetic.

A chance to practice "table manners," to learn that eating can be a social grace and, best of all, a chance to have a balanced meal at midday, these are the advantages we hope to give our children when we add to our facilities in the near future.

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AUDIO-VISUAL AIDS

Program Enrichment for Elementary Pupils

THE objective of the audio-visual enrichment program in the Hunter College Elementary School from September 1945 to June 1946 was "Understanding Among Nations," through the common languages of art in its various expressions of painting, sculpture, architecture, decorative arts and crafts and commercial arts, music, the dance and the drama.

The program has helped teach the principles of citizenship for through its influence boys and girls have come to realize that no matter what the nationality, language or religion of a country may be, these common languages of art can be understood and enjoyed. The many likenesses as well as the differences among nations were emphasized.

These common languages express the inner spirit, the very essence of those who have created them, whatever differences there may be in ways of living. They bring about a better understanding of the cultural inheritance and contributions of all peoples. They help establish a realization of the interdependence of all nations and, therefore, the great need of international understanding and brotherhood.

Through audio-visual aids,¹ such as stereopticon and kodachrome slides, filmstrips, color prints, dioramas and motion pictures, boys and girls obtain an understanding of what the peoples of different countries offer to this common cultural language. Careful selection and combination of these aids in their proper relationship are, of course, essential to their effectiveness in this method of economical and happy teaching and learning. Their integration with various areas of the curriculum vitalizes these areas and brings about a clearer comprehension of the importance of the interchange of culture in our education of today.

¹These audio-visual materials are lent by or rented from museums and commercial companies.

ANNA CURTIS CHANDLER

In charge of Audio-Visual Enrichment
Hunter College Elementary School



Glimpse of the international exhibit inspired by the audio-visual enrichment program described.

Just as audio-visual aids were the ears and eyes of our national defense programs and were used as mass training tools in military, naval, air and industrial units, so also their use in integrated programs in the schools can do more than any other method of teaching to make clear the interrelation of the social studies, language arts, the sciences, dramatics and art and music, as well as the relation of one person to another and of one nation to another.

With the aid of these integrated audio-visual programs, which bridge the barriers of time and space, the world, shrunk through modern inventions, is brought to the classroom and the children, through what seems to them actual experiences, become world citizens.

The Hunter College Elementary School's weekly audio-visual enrichment

programs² reach all age levels, from the 6 year olds through the 11 year olds. The approaches for the younger groups are different from those used for the older groups.

Beginning with "Understanding Among Nations Through Their Handicrafts," a program illustrated with stereopticon and kodachrome slides and actual examples of lace, embroidery, metal work, glass, pottery and furniture, showing that art is many sided and universal, and followed by a film which tied together the various countries through telephone communications, was developed as follows.³

Dances of Many Lands. Story of the dance illustrated by stereopticon and kodachrome slides of masterpieces picturing the dance, a film of dances of the West and the East and by dances by the children of the school in costume.

Famous Buildings of the World. Stories of their builders and discussion of the various types of architecture, illustrated with stereopticon slides and color prints and a film presentation of world famous cathedrals and buildings of beauty, such as the Taj Mahal of India.

Handicraft Stories. An account of Duncan Phyfe, furniture designer of old New York; Paul Revere, patriot and silversmith, and others. Vitalized by slides and color prints.

Music and Music Stories. Dramatic story of the opera "Hansel and Gretel" and its composer. Records and slides interpreted and enriched the story and a film presented the close correlation of music and color.

How to Paint the Chinese Way. A glimpse of Chinese painting, old and new, with an interpretation of the ideals of Chinese artists through a discussion⁴ illustrated by kodachrome slides and film.

²These programs have been sponsored by Dr. Florence Brumbaugh, principal of the school.

³This is not the complete program.

⁴Children always take part in the discussion.

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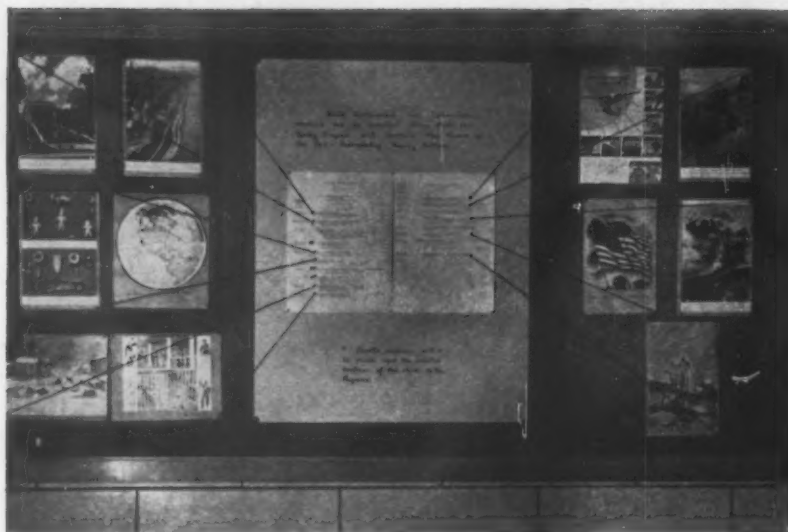
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Weekly bulletin boards are arranged by members of the parent audio-visual committee who also do research and serve in other ways.

Negro Art and Music. An illustrated talk and film of a Negro spiritual, "That Man Samson," followed by an exhibition in the school library of books by James Weldon Johnson.

The "Baron" and the Rose. Early Stiegel glass and its maker, interpreted by stereopticon slides and film. (The children always are encouraged to find the real treasures in the city's museums, libraries, art galleries and to visit public buildings and parks.)

The Little Swiss Woodcarver. Story, colored slides and films,⁵ showing the patriotism of the Swiss people, the beauty of Switzerland and its national art of woodcarving.

Maps of Many Kinds—Old and New. Physical, political and picture maps in stereopticon slides and actual maps. Stories, illustrated by slides, of discoverers and their routes and a film, "The Airplane Changes Our World Map," followed by an exhibition of picture maps in the school library.

Artistic Advertising—East and West. A discussion of travel and commercial posters, illustrated by stereopticon slides and actual posters in color.

Beauty in Nature as Seen by Artists. A discussion of beautiful kodachrome slides of paintings of nature in many moods, followed by color prints and a film, "Nature Speaks." Original poems by children.

Weather Pictures. A discussion of stereopticon slides and color prints of pictures of cloud patterns, storms,

⁵This was a silent film, although most of those used are sound films.

windy and fair weather. A film of Matthew Maury, who made many charts of sea routes and winds and founded the United States Naval Observatory.

Story of the Theater. A visit to the theater of Shakespeare's time. Through a story, stereopticon slides, color prints and a film, the children were presented to Queen Elizabeth, her sea kings, Will Shakespeare and his plays.

These are some of the audio-visual enrichment programs which have helped the children of Hunter College Elementary School attain a better understanding of the common languages among nations. These programs are especially important for gifted children, many of whom will be leaders of tomorrow. They have stimulated critical thinking, individual feeling, dynamic doing. Personal impressions have been translated into creative expression in spontaneous discussions during the programs, in prose and poetry, in music and in various other mediums, such as paints, crayons, pastels, ink etchings and clay, and in individual and group treasure trails.

Often the children take the poses of the figures in paintings and sculpture and do quick memory sketches. Their recognition and interpretation of creations by artists of various lands have amazed the students from the educational department of the college who have observed the programs. "I wish we had learned by this method!" they have been heard to remark. "These 'infants' have it all over us!"

Students from the college department of education do practice teaching in the campus schools. Each week those assigned to the various classes observe these audio-visual enrichment programs.⁶ Other classes from the college arrange for special programs integrating with their units of work and for demonstration periods in the Hunter Elementary School.

This is of vital importance for these students are about to go into public and private schools where they will need to understand the principles, goals and technics of this effective method of teaching. For now, more than ever before, audio-visual enrichment is recognized as a "must" in education.

An outgrowth of this program, "Understanding Among Nations," has been an intercultural exhibition in the school. Children interested their parents and brought to the exhibit "treasures" from many lands. The parent audio-visual committee,⁷ with the help of college students and children, arranged the display.

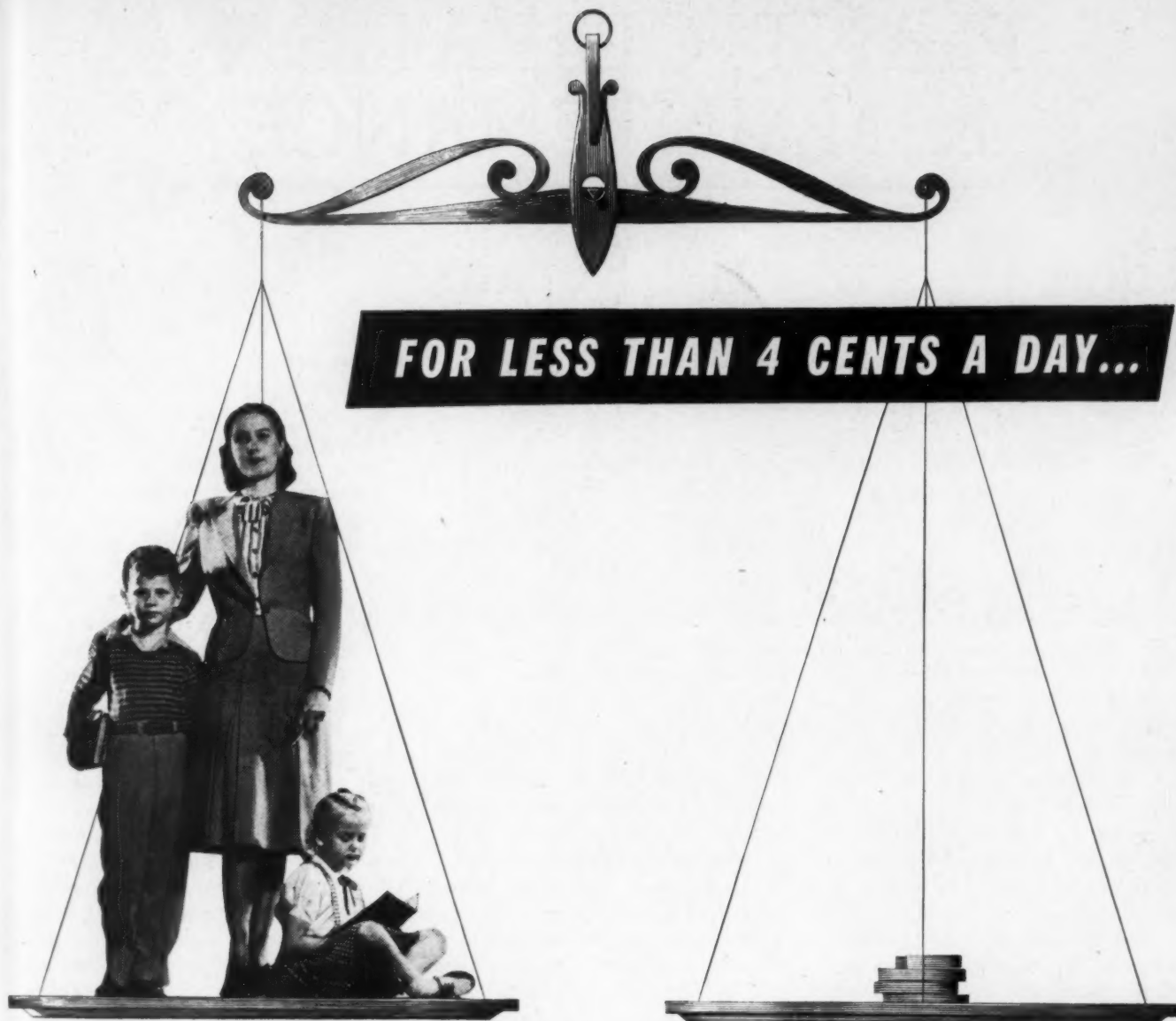
Exhibit Thrills Children

Teachers brought their classes to enjoy it and used it in follow up discussions in the classrooms. Three cases of dolls, fans, vases, jewelry, embroidery, lace and costumes from Mexico, South America, China, Japan, Persia, India and almost every country of Europe gave a real thrill to children and adults alike. The City History Club asked that some of the "treasures" be displayed at the Museum of Science and Industry, where they won an award.

This fall, in the Hunter College Elementary School airliner, "Imagination," boys and girls are continuing to develop their world interest and are gaining a greater understanding of the many countries which make up our hoped for world brotherhood. Through audio-visual aids the geography and history of various countries will become vivid, great personages, more alive and their cultural contributions, better understood by the children.

⁶Under the direction of Prof. Philip R. V. Curoe, chairman of the college department of education.

⁷The parent audio-visual committee of the school has contributed much to the success of these programs. Parents do research in museums, bring slides, color prints and films to the school and return them. They also arrange bulletin boards and exhibits and take charge of projectors.



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PLANT OPERATION & MAINTENANCE

Short Cuts to Roof Repairs

CHARLES WELCH

Specialist in Building Maintenance, Rochester, N. Y.

THE roof of the modern school building and the problems it presents are, or should be, matters of serious consideration by the building superintendent or chief custodian. A great many schools have flat roofs which are of the built up asphalt type consisting of several layers of treated fabric bound together with hot asphalt.

Such roofs are generally bonded to last twenty years but with proper care will last as long as the building. They are at their best during hot weather when the heat melts the asphalt and closes any holes or small cracks that may have developed during the winter.

With the coming of cold weather, however, the asphalt contracts and the pinholes and cracks open up. Blisters, too, appear on the surface varying in size from 2 or 3 inches to 3 or 4 feet in diameter. These blisters generally are filled with water and in some instances are found under several layers of roofing. They keep getting larger, causing leaks, the origin of which is almost impossible to discover.

The remedy for this condition is as follows: using a roofer's knife or, if one is not available, an ordinary pocketknife, start at the outer edge of the blister, cut straight across to the other edge, then make another cut at right angles to the first. Fold the four points back and allow the sun to warm the asphalt and dry out the blister. Then fill with any good roof cement and press points back into place by standing upon them. Following this, trowel roof cement over and $\frac{1}{2}$ inch beyond the cuts and the repair is complete. Incidentally, this work should be done on a hot day.

Not all leaks show up inside the

building at the point at which they originate. They may develop 30 feet from the point of entry. These leaks generally are small and usually follow a pipe, conduit or girder flange until something breaks the capillary attraction. Consequently, they may show up at one place now and somewhere else the next time. Some of these leaks may result from rain beating into the cracks in the parapet walls caused by disintegration of the mortar, the cracking of defective brick or the shifting of the capstones which ornament most parapets.

Originally these stones were placed from $\frac{1}{4}$ to $\frac{3}{8}$ inch apart set in mortar. The top joint was raked out $\frac{1}{4}$ inch deep and spun level was calked in, if the specifications can be taken seriously. Usually, it is pounded in with a hammer and lasts about a year, after which water gets under it and freezes, expands and breaks the mortar joint and the capstone breaks away from its neighbor, perhaps $\frac{1}{32}$ inch.

Each year this condition gets worse. I have seen capstones projecting over the corners of the parapet

wall as much as 3 inches. This allows water to seep down through the walls and may cause considerable damage.

Such a condition has its remedy. Remove the lead from the joint and, using a nonexpanding, noncontracting filler, which can be purchased from any of the larger roofing manufacturers, fill the crack flush with the top. Then, if any of the original treated fabric is available, cut a strip 2 inches wide and 1 inch longer than the width of the capstone. Coat one side with roofing cement, place the fabric over the joint and press it in place with a trowel.

The ends will project $\frac{1}{2}$ inch below the top and will cover the raked out joint, making it waterproof. Then, using the same material, cut a strip 4 inches wide and 1 inch shorter than the other piece. Coat a strip about 1 inch wide on each side with the cement and place this squarely over the joint, leaving the center uncemented. This allows for expansion and contraction.

If this is properly done, it constitutes a permanent repair which requires but little attention. It is assumed that if the mortar bond between the capstones is broken, the joint will be repointed.

If You'd Lead a Conference

AS PART of his administrative responsibilities, the business manager, building superintendent or chief custodian is frequently called upon to conduct conferences of his staff.

A conference, it should be explained, is not a lecture, but an organized discussion. Furthermore, it won't be successful unless it is con-

ducted with considerable preparation.

In connection with a demonstration of how properly to lead a conference or an employees' meeting, at the last convention of the National Restaurant Association, John A. Beaumont, supervisor of business education for Illinois, emphasized the following points which every

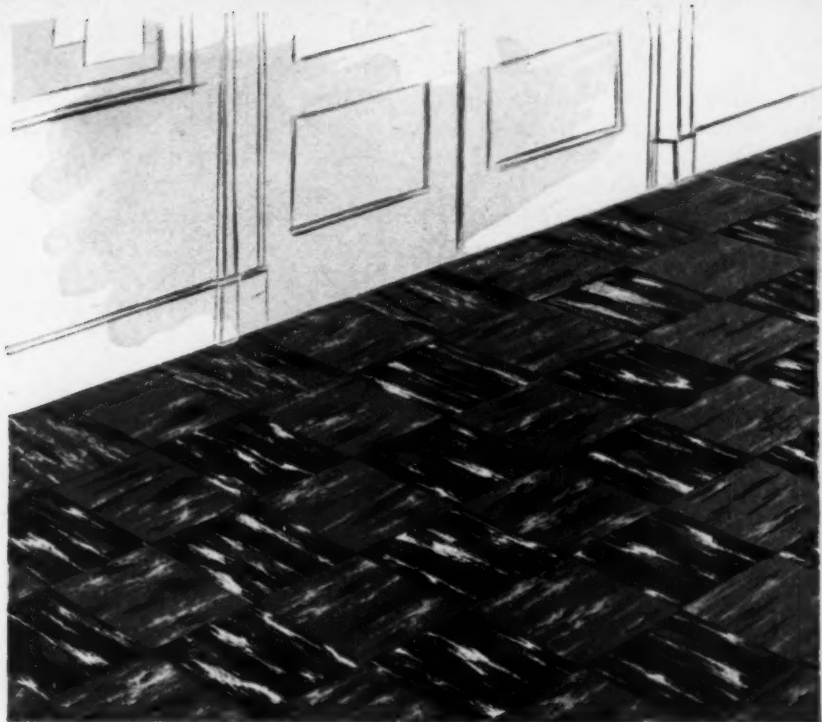


The more you
see of youth—
the more you'll
like Kentile!



School laboratories—manual training centers
... often need special **Greaseproof Kentile**
... at crucial points. ... It costs only a little
more—can be used only where needed—fits
in with your regular Kentile squares.

KENTILE
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WHY? Because whatever Young America hands out,
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Consider these facts when you consider your school floors:

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3. Kentile is a safe, sure-tread floor.
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All over America, in schools, hospitals, auditoriums, chain stores, office buildings, the Pentagon corridors, Kentile asphalt squares are giving unequalled service and handsome good looks, to millions of feet of floors. Kentile can do it for your school too, at a price that makes it the lowest cost, longest wearing flooring available.

GET THE FACTS!

Altogether, Kentile offers 15 distinct advantages. Read about them in the new, profusely illustrated color catalog that shows all the Kentile colors, and some of the countless patterns possible—plus photos of Kentile in actual use. A request for your copy means no obligation.

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schoolman would do well to study and to incorporate in his administrative technic for use when need arises.

1. Have a specific purpose for calling a conference and be sure that at the end of the meeting the group knows exactly what it was called together for.

2. Keep the group as homogeneous as possible. The presence of more than 15 persons makes the conference difficult to handle; from 10 to 15 employees is an ideal size.

3. Set up a comfortable place for the conference. A big blackboard is a great help. Employees should be provided with pads and pencils. Don't expect those in attendance to visualize points that are made. Put them down on the blackboard. If it is mechanical equipment that is being discussed, have the equipment brought into the conference room or take the group to inspect the equipment.

4. Organize the material that you

expect to present at the meeting. After putting the material in the logical order, keep to that order by the use of notes. Don't proceed too rapidly. In fact, the conference leader must progress at the rate of the slowest learner.

5. Prepare the group mentally, physically and emotionally to learn. Don't hold a conference at the end of the day when everyone is worn out.

6. Lead out each employee so that he contributes to the discussion. Put the major problem before the group and have volunteers suggest all the angles that must be covered to attain the goal. (This is the technic of the progressive school.) Write the various points down on the blackboard.

7. Draw the employees out by means of questions—how, when and why? Don't make statements yourself. As an employee answers a question or makes a suggestion, acknowledge his contribution; don't shut him off. If his remarks are not to the point, record them and try to bring them to the point later in the discussion.

How to Handle Arguments

8. If two members of the group become involved in a hot argument, toss the argument to some neutral person.

9. Use visual aids in developing the idea you are trying to put across. Make a demonstration. Perhaps you can find a filmstrip or a movie that will help in the teaching process.

10. Give some sort of an assignment or a test at the end that will show just what each employee got out of the conference and that will keep his mind active in regard to the subject matter covered. If it is a mechanical operation, let each person demonstrate that he has caught the principle of the operation. If it is a mental concept that is sought, ask each person to hand you the next day a list of whatever ideas he may have on the subject.

The conference technic is not as simple as the lecture technic. In it the leader must be himself. Without the group's interest he cannot get attention and without attention the members of the group cannot learn. By letting the group participate in the discussion the learning process is more effective than it would be without such participation.



WHERE youngsters play on school floors, foresighted school administrators recognize the importance of keeping floors *clean*. For floors that harbor germs or dirt are a menace. Consequently, they refinish classroom floors with Seal-O-San, because the Seal-O-San finish seals all cracks where germs and dirt get a foothold.

They know too that a Seal-O-San floor is a *cleaner* floor because the durable, protective Seal-O-San finish prevents dirt, moisture or wear from penetrating

the surface to form unsightly traffic lanes.

The beautiful, non-slippery Seal-O-San finish is smooth and polished as on fine furniture. It is mop-applied, easily kept clean by occasional sweeping with a dustless mop. Seldom is scrubbing needed.

So plan now to refinish *all* wood floors with Seal-O-San. It will pay you well.

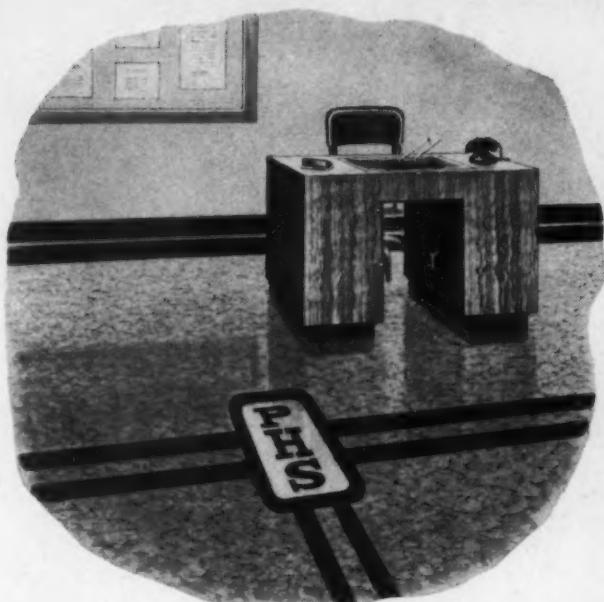
HUNTINGTON LABORATORIES INC

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P-E-N-E-T-R-A-T-I-N-G
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PERFECT SEAL AND FINISH FOR WOOD FLOORS

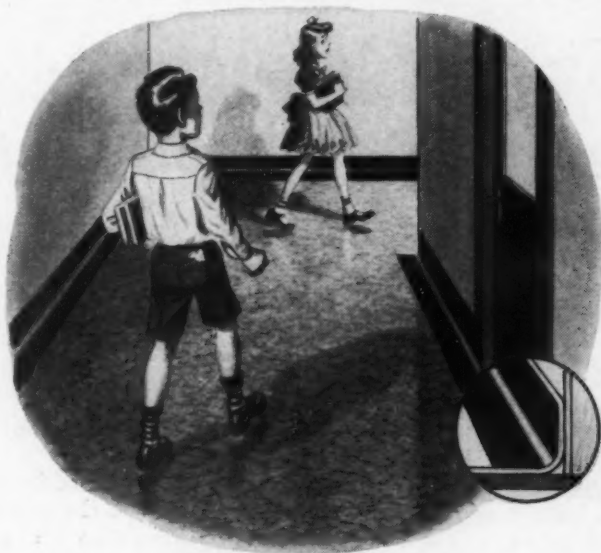
3 Ideas for Modernizing Your School



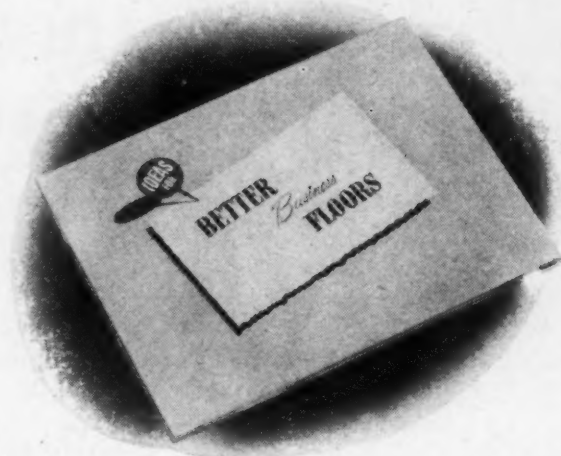
Monitor desk, in the main lobby, manned by students, serves as a general information center for school activities. The colorful inset in the Armstrong's Linoleum Floor eliminates corridor confusion by dividing hallway into separate traffic lanes.



Refinish cafeteria tables with tops of Armstrong's Linoleum. This highly resilient material helps quiet dish clatter, reduces breakage. It is long-lasting, resists scuffing. And too, it is easy to keep clean and sanitary; spilled things wipe right off.



Linoleum cove base provides a rounded joining between walls and floors. Formed by continuing the Armstrong's Linoleum Floor several inches up the wall, it eliminates dirt-catching corners, cuts cleaning time, gives corridors and rooms a streamlined, modern appearance.



Free—"Ideas for Better Business Floors"—a 24-page, color-illustrated booklet that will give you many additional floor and interior ideas to help you in your plans for a modern, efficient school. Address Armstrong Cork Company, Floor Division, 3710 State Street, Lancaster, Pennsylvania.

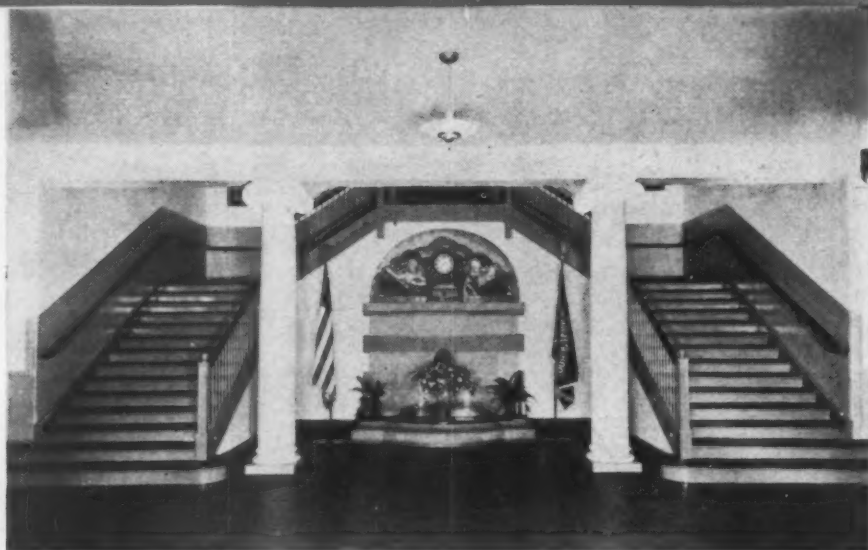
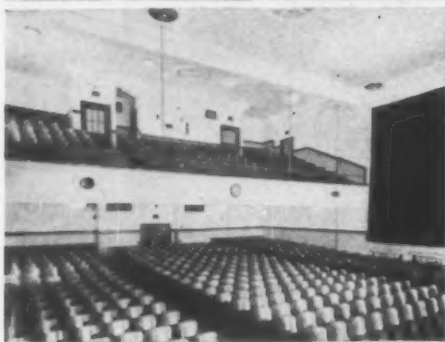
Planning to modernize? As your first step, we suggest that you ask your Armstrong dealer to call. He'll be glad to supply needed information and will be pleased to assist in designing attractive floors especially suited to the needs of your building. Although his stocks of Armstrong's Linoleum are temporarily limited, he will help you plan modern floors for future installation.



ARMSTRONG'S LINOLEUM
ARMSTRONG'S LINOWALL*
ARMSTRONG'S RESILIENT TILE FLOORS

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Coast-to-coast, Schools cut costs through one-coat painting with...



LOOK AT THESE PICTURES ..then read what schools say!

"Many of our rooms had not been painted in 7 or 8 years, and many had never been painted, yet Spray-Day-Lite produced very satisfactory coverage in only one coat."

—Superintendent of Buildings in a Large Southern School System*

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—Head of an Indiana School*

"Consistency in quality, coloring and ease of application have been beyond my expectations. I am particularly well pleased with the result we have obtained in painting Bosse High School Auditorium, which is one of the real show places in our school system."

—Business Manager of a Midwest School System*

"Your representative, Mr. Donald Johnson, has assisted us with color recommendations, cost and material estimates, and has trained two inexperienced workmen to do very skillful one-coat work . . ."

—Principal of a Wisconsin School*

*Names furnished on request

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SPRAY-DAY-LITE

Five More Reasons

**why it will pay you to use this
great Glidden maintenance paint**

1. SPRAY-DAY-LITE increases lighting efficiency by giving maximum light reflection and diffusion.
2. Durable, egg-shell finish eliminates eye-straining glare — washes like tile.
3. Its intense white does not yellow with age—also available in 10 beautiful colors.
4. Sprayed or brushed, it does not sag or run.
5. Produces little fog or mist when sprayed.



THE GLIDDEN COMPANY

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- ☐ You may send your new SPRAY-DAY-LITE Color Chart showing the 10 beautiful shades and suggested color combinations.
- ☐ You may have representative call and demonstrate SPRAY-DAY-LITE in our premises without obligation on our part.
- ☐ You may send your new book, "Sight Perfection", which illustrates and explains the scientific use of color in school painting.

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NEWS IN REVIEW

HYGIEIA

DUSTLESS CRAYONS



**FOR WHITER
MARKS
FOR BLACKER
BOARDS**

Among the many advantages of HYGIEIA DUSTLESS CRAYONS, two are especially outstanding! The first is their legibility—Hygieia is WHITE—and its clearly defined marks can easily be seen by any child with normal eyesight from the farthest corner of the room.

The second is their purity—there is no sand, grit or other foreign matter in Hygieia—it not only does not harm the writing surface of your blackboards—it actually preserves them.

Add to these Hygieia's Dustless qualities and you can understand why leading schools prefer it to all other chalk crayons.

Send for the FREE
BLACKBOARD BULLETIN
tips on blackboard care

THE AMERICAN CRAYON COMPANY
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Please send me your Blackboard Bulletin.

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World Organization of Teachers

Out of a conference of educators of 30 nations held the last two weeks of August at Endicott, N. Y., was born the World Organization of the Teaching Profession.

Delegates were not official representatives of their countries but represented rather their respective national teachers' associations. Frank L. Schlagle, superintendent of schools in Kansas City, Mo., and past president of the N.E.A., was chairman of the meeting.

The constitution which was adopted by the delegates gives the purposes of the organization as follows.

"The purpose of this organization shall be to secure worldwide cooperation with the teaching profession in order:

"1. To make the highest standards of full and free education available to all without discrimination.

"2. To improve the professional status of the teachers of the world and to promote their intellectual, material, social and civic interests and rights.

"3. To promote worldwide peace through the building of good will founded upon cooperation between nations in educational enterprises, based upon pertinent and accurate information.

"4. To advise the appropriate organs of the United Nations and of other international bodies on educational and professional matters."

Nations Must Approve

The world organization will be formally started when 10 nations approve the charter. The first meeting is expected to be held next summer and it is predicted that 1,000,000 teachers will be represented. The site of the new organization has not been chosen.

A preparatory commission was set up to prepare the agenda and work out details for the first meeting. Members include Frank L. Schlagle, United States, chairman; Ralph Morley, Great Britain; Luis Alvarez Barret, Mexico; Thyra Andren, Norway, and Henry Lester Smith, World Federation of Education Associations. William G. Carr was chosen as acting secretary general of the world school body.

A stalemate over the issue of one vote per nation or votes based on membership in teachers' national organizations was solved when the conference adopted as a preamble to the contested section:

"The World Organization of the Teaching Profession desires a unified teachers' organization in each country.

When that end is achieved, it desires that the delegate assembly shall have one vote for each country."

The discussions of the conference hinged on the need for an international program that will make peace more permanent. An expanded system of cultural exchange of teachers, pupils, art work and films was emphasized as one means for getting the peoples of the world to know and understand each other.

Another discussion was on the need for revising the school and college curriculums throughout the world to include greater emphasis upon international understanding and cultural relations, although not at the expense of neglecting the study of each country by its own children. Curriculum revision was pointed out as particularly needed in history, geography, literature and social studies. Resolutions were adopted pledging support to U.N.E.S.C.O. in development of strong international curriculums.

An intensive worldwide adult education program designed to teach people how to live together in an atomic age was urged. This program should go beyond the teaching of reading and writing, however, since problems of today demand the critical thinking of adults. Of the 2,000,000,000 people on the earth, half cannot read or write. A resolution calling for the reduction of illiteracy throughout the world was adopted.

Although the teacher shortage is most acute in the United States, Canada and Great Britain, it is serious also in other countries throughout the world. It was urged that higher educational standards for teachers be adopted, that incompetent teachers be replaced as soon as possible, that teachers everywhere be paid higher wages. Some countries reported that it was not a lack of teachers that concerned them so much as it was their government's failure to extend educational opportunities to all the children.

American Federation of Teachers

Joseph F. Landis of Cleveland was reelected president of the American Federation of Teachers at the annual convention of that organization held in August in St. Paul, Minn., at which 400 teaching systems in 38 states were represented.

Among other actions taken, the federation went on record as opposing the practice of the New York City board of education of requiring veterans as well as those not accepted into the armed

КОТОРЫЙ ЧАС? КОТОРЫЙ ЧАС?

КОТОРЫЙ ЧАС?

THE FAIRCHILD

Language Master

КОТОРЫЙ ЧАС?

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КОТОРЫЙ ЧАС?

Any word, any phrase repeated endlessly — until mastered!

LET'S SAY a student is studying Russian. A single phrase, "который час?" is giving him trouble. He can't quite master the elusive slavic intonation. He needs to hear, "который час? который час?" repeated again and again — patiently.

But how? By blindly searching for this single phrase on a language record? No. By simply using the new Fairchild Language Master. It's a word or phrase-spotting playback machine. It has an illuminated 'spotting dial' that records the location of any word or phrase on a record. It has a hand operated lever which

returns the pickup to the word or phrase to be repeated. It permits any word or phrase to be repeated again and again — until mastered.

How can it be used? Three ways. *First*, as a self-contained unit complete with amplifier and speaker. *Second*, without its own amplifier-speaker unit. Simply connect the playback to any existing sound system. *Third*, with headphones. The output of the crystal pickup will drive a pair of crystal headphones without the amplifier. Headphone use provides quiet listening for libraries or study rooms.

The Fairchild Language Master is also

valuable for musical instruction. It permits concentrated, effective study of musical theory, music appreciation and history directly from recordings. It repeats any musical note or phrase for memorizing or reducing to score. It speeds the teaching of the languages needed for an extensive repertoire.

The Fairchild Language Master—which can be operated from any 110-120 AC light socket — is priced within range of both classroom and student ownership. For complete information address: 88-06 Van Wyck Boulevard, Jamaica 1, New York.



Fairchild CAMERA
AND INSTRUMENT CORPORATION

SOUND
EQUIPMENT



services who are candidates for teaching positions to disclose their draft board records.

The delegates voted to refer to the organization's executive council for study a reconsideration of the federation's no-strike policy. The resolution calling for this action pointed out that all other means of drawing public attention to the fact that millions of children are deprived of education because of a lack of schools and teachers have failed.

Delegates were warned to be on their guard against propaganda issuing from the World Conference of Teachers which was being held simultaneously at Endi-

cott, N. Y., the home of the International Business Machines Corporation. The speaker saw in this fact an alliance between the N.E.A. and the National Association of Manufacturers which "deserved the condemnation of every teacher who would keep our schools free from the domination of big business."

Pay Row Shuts Schools

Some 7000 children who reported for the opening day of school at Norwalk, Conn., were sent home as only nine teachers in the city had signed their contracts for the year and reported for work. The other 225 teachers had re-

turned their contracts unsigned to Supt. Philip A. Jacob. Among the striking teachers were the daughter of Norwalk's mayor and the wife of a member of the board of education.

The controversy was over the fact that the school board had failed to obtain funds from the board of estimate and taxation for school salary increases, the teachers demanding \$90,112 above the \$813,000 appropriated by the board of estimate for school salaries.

Alonzo G. Grace, state commissioner of education, ordered the city to close its schools until the following week, stating that it was a hazard for the children to be permitted to attend school without adequate supervision. He also stated that an extensive investigation of the school system would be started by "outside experts."

Governor Baldwin of Connecticut called a conference of representatives of the board of education, the board of estimate, the mayor and the teachers in Hartford, taking this action after he had received an appeal from the board of education to intercede.

Teachers' Ultimatums on Salaries

Teachers at Central Falls, R. I., served notice on the school committee that unless a proposed salary revision was approved by the time school opened, they would go on strike. They voted unanimously not to report for duty on the opening day of school or any succeeding day until favorable action was taken on the salary question.

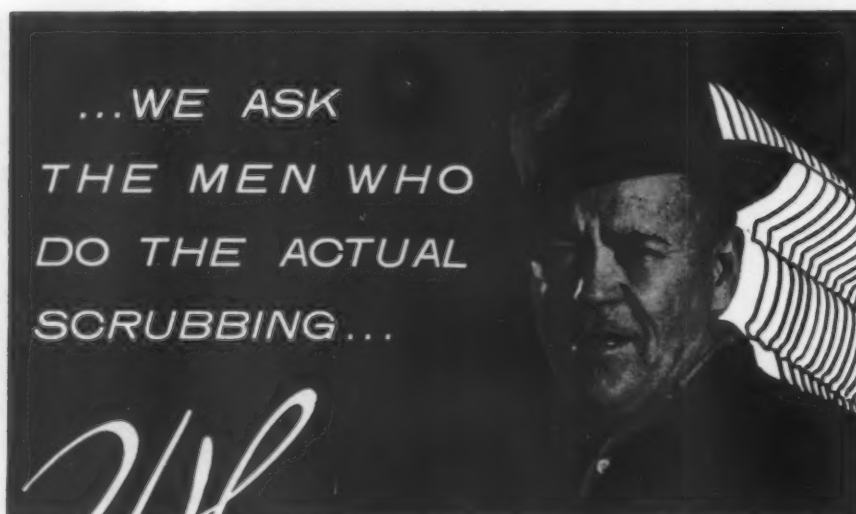
In Bloom Township, Portsmouth, Ohio, between 800 and 900 pupils were idle in the township's two schools when 25 teachers were on strike for pay boosts commensurate with a 25 per cent increase in the cost of living.

Tutor for Japanese Crown Prince

Mrs. Elizabeth Gray Vining of Philadelphia has been selected as tutor for the 12 year old crown prince of Japan, according to an announcement of the State Department. Mrs. Vining was chosen at the request of Dr. George Stoddard, chairman of the American Education Mission to Japan, who was asked by the emperor of that country to find a suitable tutor for the crown prince.

Mrs. Vining was graduated from Germantown Friends School and Bryn Mawr College. Under the name of Elizabeth Janet Gray, she is the author of a number of books for children and young people. She has taught English composition at Ogontz School for Girls at Rydal, Pa., and library science at the University of North Carolina.

Mrs. Vining's duties will also include instruction at the Peers' School which the crown prince attends as an ordinary student.



...WE ASK
THE MEN WHO
DO THE ACTUAL
SCRUBBING...

What **QUALITIES
DO YOU DEMAND FIRST
IN A CLEANING AGENT?"**

Out of 489 maintenance men polled, here's the way they answered: Quick, easy CLEANSING (214), free, complete RINSING, (128) ability to do a thorough job (82), SAFETY to floors and hands (56), PLEASANT ODOR (9).

SOIL-Solv

GIVES ALL FOUR!

For manual or machine-scrubbing there is no better liquid cleaning agent than SOIL-Solv. Formulated of a high grade vegetable oil soap and a synthetic detergent, SOIL-Solv meets the exacting requirements of the most conscientious maintenance man.

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DOOLS



Stairway to Safety

Alundum Stair Tile Guarantees Permanent Non-slip Surface

For new schools to be built or old schools being renovated Norton Company recommends its **ALUNDUM Star Tile** (and Floor Tile). This product was developed for a specific purpose: to overcome both the slipping hazard and the excessive wear of stairs, ramps and floors subjected to severe foot traffic. Walkways will always be safe—even when wet—where **ALUNDUM Tile** is used. No amount of traction will smooth its surface, reduce its non-slip protection. As for wear—**ALUNDUM Tile** installations have given more than 25 years of service under most strenuous conditions.

NORTON COMPANY

Worcester 6, Massachusetts

WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

Office of Education and Surplus

It is definitely in the cards that the U. S. Office of Education will play only a limited part after October 1 in surplus property operations. According to an agreement between the F.S.A. and the War Assets Administration, the Office of Education will cooperate with W.A.A. in the field of real estate and special high discount programs as well

as in the army and navy donation program.

Until October 1, discount certificates will continue to be issued as before and procedures for obtaining surplus property will be the same.

Army-Navy Donation Program

Under an expanded army donation program, more varied items of property will be made available to schools

and colleges to help them provide educational opportunities for veterans, according to an announcement of the U. S. Office of Education.

The army has included such items as refrigeration and air conditioning equipment, electronics, drafting and laboratory equipment. Not all the equipment listed will be uniformly available.

Regulations require that all donated equipment be used exclusively for courses in vocational training and instruction. Costs to educational institutions for such property cover packing, handling and shipping charges.

The changed procedures provide that donable army property will be located, screened and frozen for a fifteen day period. State educational agencies for surplus property will notify educational institutions in each state of the detailed procedures to be followed in making requests for donations.

The navy, too, has donable property, including certain types of machinery, mechanical equipment and tools for use in courses of vocational training for manual trades and boats and boat equipment; and airborne electronics and radar equipment for use in aeronautical courses, if not used in actual flight.

Veterans Charge Discrimination

Opportunity for an education must be given at all levels to all qualified Americans, regardless of race, creed, color, national origin, sex or economic status, President Truman said August 28 in reply to a letter from Charles G. Bolte, chairman of the American Veterans Committee, Inc.

Mr. Bolte's letter charged that many colleges and universities maintain selective quota systems of admission which deny educational opportunity to certain minorities.

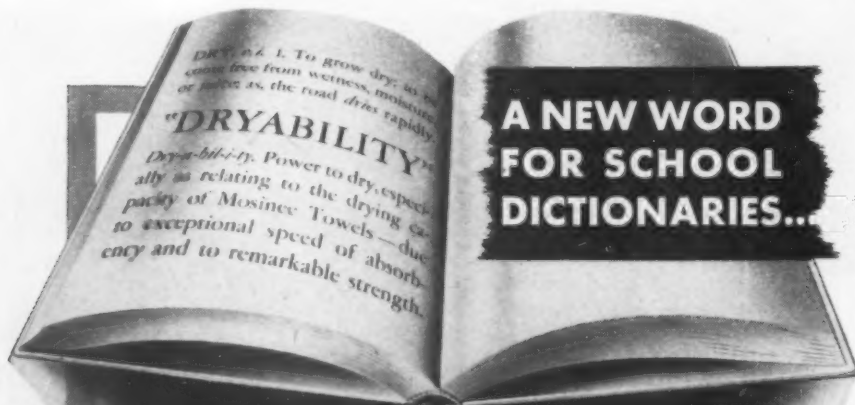
The President replied that he was keenly aware of the problem. He commended his recently established National Commission of Higher Education for its decision to deal specifically with this situation. Discrimination, like a disease, must be attacked wherever it appears, he added.

"This applies to the opportunity to vote, to hold and retain a job and to obtain adequate shelter and medical care no less than to gain an education compatible with the needs and ability of the individual."

School Lunch Program

Most of the states have already signed up for the school lunch program, an official of the Department of Agriculture said September 6. It is expected that the few remaining states will shortly follow. The same types of lunches—A, B and C—will be served.

A card file of recipes is being sent



"DRYABILITY"

Mosinee Towels long have been famous for the superior strength and absorbency of their pure sulphate material—plus its softness to the skin. These features give Mosinee Towels their outstanding DRYABILITY—for top-notch performance with long-term economy. Right now the supply is limited, but there'll come a time when these fine towels can become a part of your washroom service at a cost no greater than for harsh, flimsy ordinary towels.

Save Waste Paper—It Helps Save You



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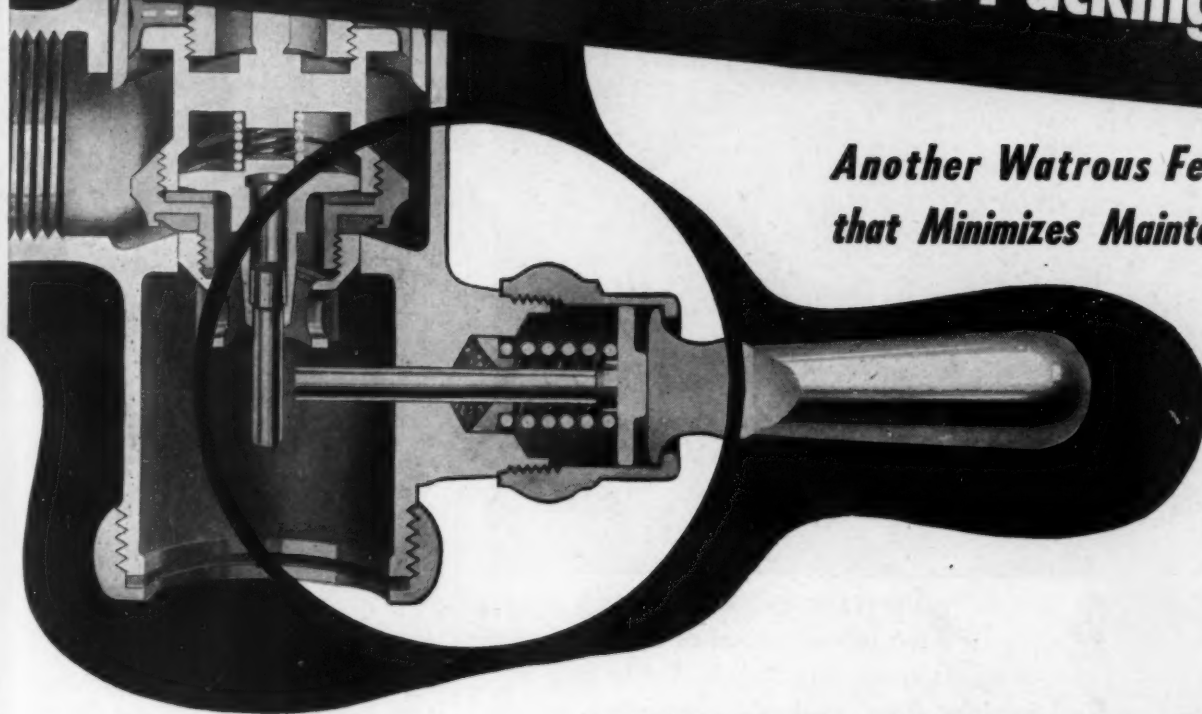
Green Bay, Wisconsin
A Division of Mosinee Paper Mills Co.

SULPHATE TOWELS

PREP-TOWLS • ZIP-TOWLS • TURN-TOWLS • ROLTOWLS

Every Watrous Flush Valve has this Self-Tightening Handle Packing

**Another Watrous Feature
that Minimizes Maintenance**



**.... One
of the many Watrous
Points of Superiority**

- Water Saver Adjustment
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- Sturdy Brass and Bronze Construction

A small feature . . . Watrous Self-Tightening Handle Packing . . . yet just one more of the many features that go to make a great flush valve!

It requires no periodic tightening . . . eliminating maintenance . . . because its spring-loaded packed stem automatically maintains proper tension on the packing at all times . . . provides real protection against leakage. Note the illustration.

When you specify Watrous Flush Valves you get Self-Tightening Handle Packing on every valve. It is one of the reasons why the selection of Watrous Flush Valves is a constant source of satisfaction over the years to everyone concerned.

THE IMPERIAL BRASS MFG. CO., 1239 W. Harrison Street, Chicago 7, Ill.

For complete information on Watrous Flush Valves write for Catalog No. 448-A. Also ask for Bulletin No. 477 giving a summary of "Architects' Views on Flush Valve Applications."

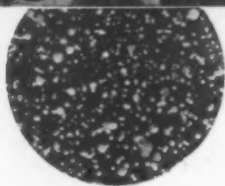
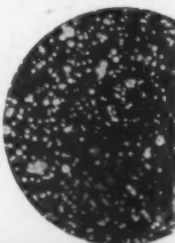
THEY PAY FOR THEMSELVES IN THE WATER THEY SAVE



Watrous Flush Valves

IT PAYS TO FIGHT
Air-Borne Infection with
DISINFECTAIRE
REG. U. S. PAT. OFF.
Ultraviolet Germicidal Equipment

As this Petri plate shows—there's danger in the air.

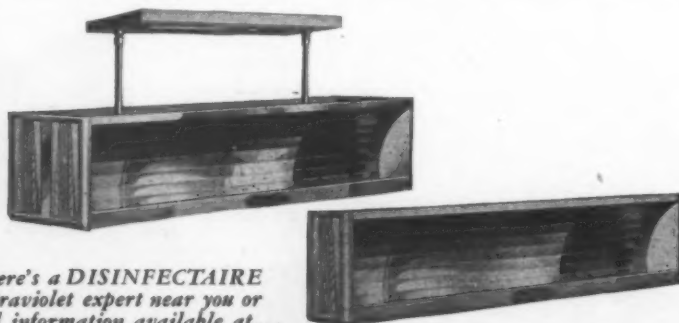


Photograph of air-borne bacteria.

Alert school executives everywhere are using Electronic Air Disinfection to gain new freedom from epidemic contagion, protect pupils and school personnel and prevent school-budget losses.

From scores of schools all over America comes proof that DISINFECTAIRE Ultraviolet Germicidal units, like the ones shown here, are quietly, effectively demonstrating that, wherever Electronic Air Disinfection is at work, infection rates are reduced and attendance ratios increased.

A modern DISINFECTAIRE installation in an Oak Park, Illinois, school shows a 38.8% reduction in cross infection, and a Birmingham, Alabama, school a 39.2% decrease in colds and communicable diseases.



There's a DISINFECTAIRE Ultraviolet expert near you or full information available at...

THE ART METAL COMPANY

Manufacturers of Engineered Lighting and Ultraviolet Equipment

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to schools participating in the program. The preparation of the 60 or so recipes was a joint project of the Production and Marketing Administration and the Bureau of Home Economics.

VHP-1 Amended

VHP-1, amended August 27, adds a few structures covered by the order, explains certain exemptions and further clarifies the general restrictions on construction and repairs.

Bleachers and other similar seating arrangements have been added to the list of structures for the erection of which authorization must be obtained. A careful spelling out of the meaning of terms in the kinds of work permitted was also included.

New supplements to VHP-1 cover fixtures and mechanical equipment, small job allowances and places where applications should be filed.

To be filed under regulations of the Housing Expediter are applications for any building to be built by or under the sponsorship of an educational institution for housing purposes, including dining halls and other essential residential accommodations to be used exclusively in connection with dormitory or other housing accommodations being constructed by the school.

Vocational Rehabilitation Aided

The Office of Vocational Rehabilitation, F.S.A., and the Veterans Administration announced September 11 the signing of a cooperative working agreement to facilitate vocational rehabilitation of veterans with a minimum duplication of effort and expense.

Among other provisions, the Veterans Administration will refer veterans with nonservice connected disabilities to the state vocation rehabilitation agencies for such services as guidance and counseling, training, medical, surgical and psychiatric care, hospitalization, maintenance, occupational tools and licenses. These services are provided by the state vocational rehabilitation agencies primarily to nonveterans.

Variations in the vocational rehabilitation programs which the state agencies and V.A. operate preclude the formation of a single plan applicable to both agencies. Under the agreement, however, the specific functions of the respective agencies in regard to the vocational rehabilitation of disabled veterans of World War II will be developed and clearly set forth so that those veterans will be served fully and cooperatively.

National Commission to Meet

The National Commission on Educational, Scientific and Cultural Cooperation, its members representing 50 na-



PHYSICAL FITNESS

(For Junior and Senior High School level.) "Exercise is Vital" chart plus "Am I Physically Fit?" student folders (including check sheets).



DENTAL HEALTH

(For both Elementary and Secondary levels.) 5-Way Plan for Elementary classes and special material for high school groups.



PERSONAL GROOMING

(For High School and College.) NEW Grooming-for-School charts in color, NEW Teacher's Manual; student leaflets. Also New Hand Care Program.

Good News . . . Free teaching aids to better Health and Grooming!

Many NEW pieces are included in this effective visual material. Send coupon today.

WITH THE HELP of these carefully planned aids, many teachers tell us, important grooming and health habits are so much easier to impress upon their groups.

Your teachers won't want to miss the material suitable for their particular groups—special teaching helps which can greatly simplify their pro-

grams. Included are new, sprightly leaflets for distribution . . . a newly prepared Manual which provides practical working outlines for all the programs listed above . . . and colorful wall charts representing the up-to-date visual method of presenting health principles.

So check each of the programs now! Then fill out and mail the coupon at once . . . to enable the groups under your supervision to begin using the material this fall.

Bristol-Myers Co., Dept. E-106, 630 Fifth Avenue, New York 20, New York

I prefer the following method for making this interesting, FREE health material available for use by my teaching staff:

1. ☐ Attached is a list of teachers on my staff (with subject taught and grade level) so that you can offer each one the most helpful material direct. OR 2. ☐ Send me copies of your catalog of free teaching aids in quantity so that I can turn one over to each interested teacher for ordering this material direct. OR 3. ☐ Send me one set of the wall charts together with student pieces so I can examine the material and decide on suitable quantities.

My staff consists of the following:

..... Elementary Classroom Teachers (Grade 1-6)
 Home Economics Teachers (Jr. & Sr. High School) Health and Physical Education Teachers (Jr. & Sr. High School)
 Vocational Subject Teachers (Jr. & Sr. High School) Deans and Counselors (Jr. & Sr. High School)

Name Title School or System

Address City State

Total No. of Schools Elementary High School

Grades Total Enrollment Elem. High School: Boys Girls

tional organizations, will hold its first meeting in Washington the week of September 23.

The National Commission, creation of which was recently authorized by Congress, will advise the Department of State on matters relating to the United Nations Educational, Scientific and Cultural Organization. It will also serve as a link with national and local groups.

The commission will be made up of 100 members. Besides the representatives of the 50 organizations, 40 outstanding individuals will be appointed directly by the Department of State. The commission itself will select 10 additional

organizations for representation. No one individual may serve more than two consecutive terms of three years each.

Not all outstanding organizations in various fields could be represented in the list of 50. Therefore, in order to ensure the active participation of all interested organizations in U.N.E.S.C.O., whether represented in the national commission or not, two additional steps will be taken.

The national commission will (1) call on the services of expert consultants and (2) convene, annually or biennially, a national conference on U.N.E.S.C.O. to which all interested national organiza-

tions will be invited to send delegates.

U.N.E.S.C.O. will come into existence officially when 20 nations have accepted membership. Eighteen nations, including the United States, have already taken this step. It is anticipated that the first meeting of the general conference will be held in November in Paris.

Check On-Job Training of Veterans

The Veterans Administration instructed its regional offices September 7 to check carefully and closely on firms and institutions giving on-the-job training. If training courses do not meet the new strict standards, veterans' checks will be stopped.

Ruling on Surplus Real Property

The Attorney General sustained the legality of the War Assets Administration's authority under the Surplus Property Act to dispose of surplus real property for educational or health purposes at discounts to users qualified to apply for such properties, according to an announcement of W.A.A. August 26.

The ruling was sought by the W.A. administrator because validity of the transfer of Thunderbird Field in Arizona to a nonprofit educational institution at a discount of 100 per cent had been questioned by a committee of the House of Representatives.

Action which had been stopped by W.A.A. on the transfer of 52 other surplus real properties for educational and health purposes was resumed after the attorney general's favorable ruling. These properties have been assigned for disposal for educational or health purposes at a discount of 100 per cent or for lease at a nominal rental. No further action concerning Thunderbird Field will be taken until the House Select Committee has finished its current investigation.

First Allotments Under Mead Act

The first allotments made under the Mead Act, which provides educational facilities for veterans, were approved August 30 by the Federal Works Administrator.

Rhode Island State College at Kingston and Canisius College at Buffalo, N. Y., will receive federal assistance to meet the increased enrollment of veterans under the G.I. bill.

Surplus Aeronautical Property

First hand information on the use of surplus aeronautical property in school programs was given to educators from the United States and 42 foreign countries at a meeting in New York August 27.

A War Assets Administration official explained in detail how qualifying

PEABODY'S NEW "CLASSIC" LINE OF STEEL FRAME SEATING



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Classic Movable
Tablet Arm Chair
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More Interesting Facts

ABOUT THE GROWING IMPORTANCE AND USE OF THE READER'S DIGEST'S EDUCATIONAL SERVICES IN THE CLASSROOMS OF AMERICA

(As Determined by the Nation-Wide Survey of Teacher Opinion
Conducted in April, 1946, by Dr. Herbert A. Landry, of Bureau of
Reference, Research & Statistics, Board of Education, City of New York)

85% of the teachers polled report classroom use of the three most valuable features in the

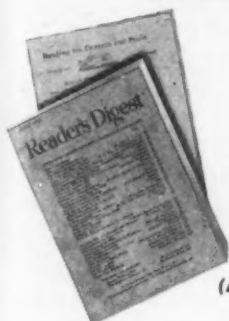
READING IMPROVEMENT GUIDE:

93% use the WORD TESTS

81% use the READING EXERCISES

81% use the TEST OF RATE AND COMPREHENSION OF READING

(Average use of all three features, 85%)



81% of the teachers polled report correlated use of the three most important features in the

TEACHING GUIDE:

85% use the WORD TEST CORRECTION KEY

80% use the READING EXERCISES KEY

78% use the QUESTIONS FOR USE IN ENGLISH CLASSROOMS

(Average use of all three features, 81%)



A SPECIAL SURVEY among a large number of secondary school teachers throughout America has just been concluded and tabulated. The evidence once more points conclusively to the steady growth in *usefulness* and *value* of the 40 pages of free educational material furnished monthly with each School Edition of the *Reader's Digest*.

This ready-to-use classroom service consists of the School Edition itself, containing the cream of the month's most important writings from leading magazines, newspapers and books; the 16-page READING IMPROVEMENT INSERT containing Reading Exercises, Vocabulary Tests, Completion Tests, etc. (based on the content of the *Digest*), and the 24-page TEACHING GUIDE which is used for study purposes to correlate the content of the *Reader's Digest* with the course of study.

As indicated by the figures above, the overwhelming majority of teachers whose students

receive the School Edition actually *use* and *benefit* by this wealth of timely classroom material. Comparative tests indicate, for example, that students using the *Digest* improved 105% in general reading ability and 92% in vocabulary, over non-users!

Surely, here is ample proof of the *effectiveness* of these famous teaching aids. Why not benefit your students by introducing these *proven* educational services into *your* classroom?

There is no charge to teachers for this complete educational service. Students are granted a special rate of 15c a copy (a 40% reduction from the regular price of the *Digest*), and each copy contains the 16-page Reading Improvement Insert. Each teacher receives not only a *free* desk copy of the *Digest* every month, but also a *free* copy of the 24-page Teaching Guide.

Send for a Sample Copy of School Edition

Discover for yourself how valuable the School Edition of the *Digest* is in improving the reading skills of your students.

The difficulties of obtaining paper have eased sufficiently to permit the publication of more copies of the magazine. This enables us once more to invite teachers to participate in this valuable educational

program. The coupon here will bring you —without any obligation—a sample copy of the *Reader's Digest* School Edition, containing the READING IMPROVEMENT INSERT, and with it a copy of the TEACHING GUIDE. See how beneficial this material can be in your classroom. Mail the coupon today.

EDUCATIONAL DEPARTMENT

Reader's Digest

353 FOURTH AVENUE

NEW YORK 10, N. Y.

Vol. 38, No. 4, October 1946

THE READER'S DIGEST, Educational Department
353 Fourth Avenue, New York 10, N. Y.

NS-10

Please send me, at once and without obligation, a sample copy of the *Reader's Digest* School Edition, containing the 16-page Reading Improvement Insert, and with a copy of the 24-page Teaching Guide.

NAME.....

I TEACH..... (Subject Taught).....

NAME OF SCHOOL.....

ADDRESS OF SCHOOL.....

CITY..... Zone No. (if any)..... STATE.....

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SURE KEEPS
DUST DOWN!"**



WESTONE, the liquid chemical floor treatment simplifies floor maintenance problems. It continually improves floor appearance, penetrates rapidly and evenly and *actually seems to become part of the floor material itself.*

HOW WESTONE CONTROLS DUST

Floor traffic is one of the main causes of dust in room atmosphere, and continuous traffic never gives the dust a chance to settle. Even open windows do not contribute as much atmospheric dust as does floor traffic. Westone has, in addition to its other properties, a peculiar *affinity for dust* and where it is properly used to maintain a floor, the atmosphere will be comparatively free from it because foot traffic will not cause the dust to rise.

WESTONE CLEANS BLACKBOARDS!

Wipe Blackboard with cloth dampened with Westone. Wipe off excess with a clean dry cloth. Allow Blackboard 12 hours to dry. Results will be amazing.

Write for **FREE** booklet



schools in this country can purchase surplus aircraft, engines, parts and equipment at nominal cost. Described were uses to which surplus aeronautical material is being put by more than 2500 schools throughout the country.

The talk was a part of the program of the World Conference on Air Age Education sponsored by Air Age Education Research.

To Help Disabled Veterans

Veterans Administration on September 1 called for special steps to make sure every disabled veteran seeking education can get into schools this fall.

Gen. Omar N. Bradley in a letter to deputy administrators directed branch and regional office staffs to exhaust every possible resource for the admission of disabled veterans to courses they need to complete their training.

A total of 98,747 disabled veterans was in training under Public Law 16 on July 31. Of this number, 51,790 were in schools and 46,957 were taking on-the-job training. Engineering led all other courses among veterans enrolled in schools, while mechanics was far ahead among those in job training.

Benefits Under Fulbright Act

The Department of State has completed an agreement with Great Britain under the Fulbright Act which will provide \$20,000,000 from the sale of surplus property for educational exchanges with the United Kingdom and the British colonies.

Similar agreements are now being negotiated for amounts ranging from \$3,000,000 to \$20,000,000 in the following countries, among others: Australia, New Zealand, China, the Philippines, Burma, India, Iran, Iraq, Saudi Arabia, Turkey, Egypt, Greece, Italy, Austria, France, Holland, Belgium and the Scandinavian countries.

A 10 man board of foreign scholarships will select the students to benefit by this legislation. The board will include representatives of the U. S. Office of Education, the Veterans Administration, state educational institutions and privately endowed institutions. It is possible that 100,000 or more American students will be sent abroad under this bill in the next two or three decades.

In selecting Americans who will benefit under this bill, veterans of World War I and II will be given preference. Consideration will be given applicants from the various sections of the United States.

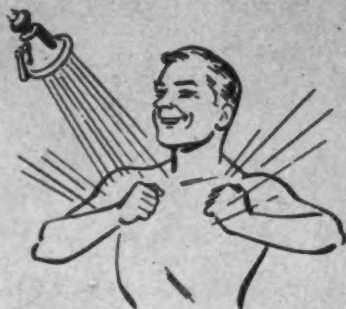
Deferments Under Draft Law

The Selective Service System released August 23 the revised 115-M which describes policies and procedures governing the occupational classification of

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But that's ONLY ONE FEATURE of the ANYSTREAM SHOWER HEAD

A TURN OF THE LEVER GIVES . . .



Needle spray for stimulation



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ECONOMICAL—Wherever hot water is an important operating cost item, the Anystream Shower Head is a real money saver. It uses up to 58% less water than ordinary shower heads. That means a saving in fuel as well as water.

ADJUSTABLE—in the flood position, the Anystream passes off all sludge, pipe-scale, rust or sediment. Under all pressures the Anystream always gives a full 48-jet shower pattern. It never tempts the user to tamper or damage it . . . requires no maintenance when given ordinary care.

IMMEDIATELY AVAILABLE—For new construction or to replace old shower heads, Anystreams are available for prompt delivery. Quickly installed without special tools or attachments.

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youths between the ages of 19 and 29.

According to the selective service memorandum to its local boards, a registrant may be placed or retained in Class II-A if he is considered irreplaceable and indispensable to an activity essential to the national existence or if he is certified by an appropriate government agency.

The Director of War Mobilization and Reconversion has requested the U. S. Office of Education, the Office of Scientific Research and Development, the Civilian Production Administration and the National Housing Agency to assist the Selective Service System.

ADMINISTRATION

Maine Fills Teaching Vacancies

The state of Maine recently issued an appeal to teachers in New York City, who have retired, and to others to take jobs in Maine where there is no upper age limit for teachers. This action was taken as a possible means of filling the 300 vacancies in teaching positions with which the state was faced.

A total of 150 applications was received, some from retired teachers, others from teachers who desired to leave a

large city, some from European refugees with professional degrees and one individual who stated that a "scenic location was more important than salary."

Plan for Selecting Administrators

A new system for selecting administrators and bringing more competent schoolmen to the top in New York City has been worked out by a committee of educators headed by Jacob Greenberg, associate superintendent of schools. The plan is now being studied by the board of education which is in the process of obtaining a superintendent to succeed John E. Wade who will reach the compulsory retiring age by the fall of 1947.

The committee urges revision of the present method of maintaining personnel records so that a more impartial evaluation of candidates may be had. Because many teachers object to the present method of promotion they do not apply for administrative positions. The committee stresses the importance of good speech, culture and refinement in candidates selected and suggests that teachers be permitted to take apprenticeship training which would be evaluated by competent officials.

Apprenticeship standards have been worked out for those who would be elementary school principals, high school principals, supervisors and assistant superintendents. Of the last named, the New York system has 30.

High School Mathematics Under Fire

High school mathematics departments must separate and train thoroughly, as they did 10 years ago, pupils who are planning to enroll in scientific and engineering colleges. This is the opinion expressed by Frederic H. Miller, head of the department of mathematics at the Cooper Union School of Engineering, New York City, at a recent meeting of chairmen of mathematics departments from high schools and engineering schools in the New York area.

Freshmen engineering students today are ignorant of certain mathematical facts and technics essential for the study of engineering. The fault lies not in high school teaching methods, Dr. Miller believes, but rather in the subject matter of the courses and in the failure to separate pupils preparing for technical colleges from those interested in liberal arts.

U. S. Sues School

The government filed suit in the U. S. District Court of Cincinnati recently against John C. and Jessie Tracy of the Berry Foundation School of that city to collect \$193 and interest allegedly due on an F.H.A. loan which was negotiated in 1934.

LIFE

Sentence for **FLOORS**
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BRITEN-ALL

BRITEN-ALL is floor cleaning magic . . . it restores to life the colors in dull, drab floors. And periodical Briten-All maintenance will keep them attractive—for life. There's nothing better for linoleum . . . terrazzo . . . tile . . . asphalt tile . . . composition floors—for ALL floors and painted and varnished surfaces.

BRITEN-ALL is a scientifically prepared liquid cleaning compound. Cleans floors quicker and cleaner. Absolutely SAFE. Contains no grit or acid—nothing to injure the finest of floors. More economical too, because so highly concentrated—one drop does the work of many. Try it.



VESTAL ELECTRIC FLOOR MACHINE

The quick, easy way to scrub and polish all types of floors. Gives a lustrous appearance that is impossible to obtain by hand rubbing. Saves maintenance time and costs. Simple to operate. Sturdy. Amazingly quiet. Let us demonstrate.



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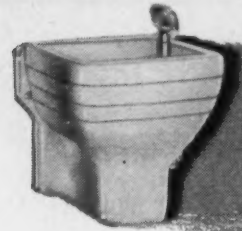


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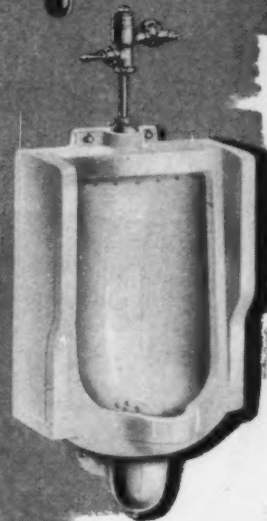
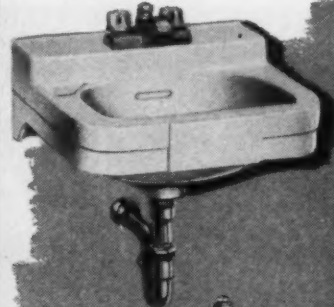
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C9062—Corwith vitreous china wall drinking fountain. Sanitary angle stream jet with automatic stream regulator. Vandal-proof base.



1-300—Yorkshire vitreous china lavatory. Direct lift waste and drain. Size: 18 x 15 inches.



C15-605—Correcto urinal. Easily cleaned vitreous china. Can be arranged in batteries for flushing with single tank.



C11-660—Santon closet. Easily cleaned vitreous china. Elongated rim. Siphon jet action. Vacuum breaker flush valve.

STURDY CRANE PLUMBING designed for school service

Plumbing for schools must be designed to assure sanitation—must be sturdy in construction to stand up under the more-than-average service to be expected in school washrooms. It must be easily cleaned, must reduce upkeep to a minimum. Crane plumbing is designed for school service. Its high quality and expert workmanship assure long life—satisfactory service.

Whether you require a lavatory or drinking fountain to replace a broken or worn-out fixture, or whether your plans call for complete plumbing equipment for a new school, you will find what you want in the complete Crane line. Call your Crane Plumbing Contractor or your nearest Crane Branch.

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AUDIO-VISUAL AIDS

Use Films in Experiment

An experiment in enriching the high school curriculum in Nebraska is being tried this year. The state has many small high schools with an enrollment of 100 pupils and from three to six teachers. The standard curriculum is, therefore, narrow and the present effort is being made to stimulate pupil interest in new subjects, such as aviation and the use of atomic energy.

Sound films will be shown in school assemblies and will be integrated into classroom work to dramatize history, science, mathematics and other studies. The experiment is being financed jointly by the University of Nebraska Teachers College and extension division, the Nebraska Department of Public Instruction, Teaching Film Custodians, Inc. and the Carnegie Corporation of New York.

It will be developed through the universities of Nebraska and of Omaha and four state teacher training colleges. Each of these institutions will work with four high schools in its respective area.

Director of the project is Weslie Mierhenry, formerly assistant director of the University of Nebraska's extension division.

A master circulating film library has been set up at the state university and small exchange libraries are established at the other five centers. Each high school will concentrate its film activities in a single field.

The results of the program for both pupils and teachers will be evaluated. To get it under way, cooperating teachers were briefed on the selection and effective use of classroom films at a one week institute at the state university. It is planned to extend the project to elementary grade schools ultimately.

Documentary Films in the Making

The first American documentary film expedition to visit postwar Europe recently left this country to make a series of motion pictures on the peoples and life of present day Czechoslovakia, Italy, France and, if possible, Yugoslavia. Sent by the International Film Foundation, the expedition is headed by Victor Vicas of New York City, formerly of O.W.I. and the film production office of the French government.

A second film expedition will make pictures in China, the Philippines and Japan and an American expedition is now at work on five new films on American life ordered by the State Department for its program of making America better known around the world.

For Training Teachers in Film Use

A plan for classroom clinics for training teachers in the better use of educational films has been developed by Encyclopaedia Britannica Films Inc. in cooperation with the University of Chicago Center for the Study of Audio-Visual Materials. It is available to educators in an eight page brochure and outlines an entire program for arranging and holding a one day clinic which will give teachers first hand experience with classroom films. Copies of the brochure can be obtained from Encyclopaedia Britannica Films Inc., 20 North Wacker Drive, Chicago 6, Ill.

Educational Broadcasts

The Federal Communications Commission has granted Commissioner of Education John W. Studebaker and his son, Gordon, a license to operate a new 250 watt radio station in San Diego, Calif. The two men have been interested for some years in educational broadcasting; Commissioner Studebaker in particular has wished to convince schoolmen of the value of informational and instructive radio broadcasts. Gordon Studebaker is to be in charge of the San Diego station.

Sheldon

SCHOOL EQUIPMENT



*Six Class — Four Student
Chemistry Table*



SHELDON'S long, continuous, and successful experience; efficient planning service, and unsurpassed production facilities combine to provide the utmost in utility and economy in school equipment. Let **SHELDON** Planning Engineers help you prepare room layouts, compile budgets, and write specifications.

SHELDON'S new catalog of equipment for Laboratories, Home making Areas, Art Rooms, Commercial Rooms, and Shops — Industrial Arts and Vocational — is now on the press. Reserve your copy today.

E. H. SHELDON & COMPANY
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School's IN!

Better have your custodian, as part of his fall housecleaning, check your Nesbitt heating and ventilating equipment. You'll lengthen the service and increase the efficiency of your Nesbitt Syncretizers by having him follow the "ABC of Syncretizer Care"



A Remove front casing to clean interior. Where filters are used, give special attention to keeping them clean. Clean all parts. Wash exterior with mild soap and water.



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C Where you are using an automatic temperature control system, be sure that it is operating properly. This check is vital for the most economical use of fuel.

In the Nesbitt Syncretizer you have a unit ventilator for the classroom which gives draftless, uniformly pleasant air even in the coldest weather. The Syncretizer is automatic; it is quiet; it is uniquely simple in design inside and out. And the Syncretizer is flexible: the new Nesbitt Package is a modern schoolroom ensemble which combines the healthful comfort of "Syncretized Air" with the convenience and utility of integrated storage facilities. The Package is available for immediate installation. Or, you can install the Syncretizer now and add the storage units later. If you have any questions on maintenance or new installations of the Nesbitt Syncretizer, write us.

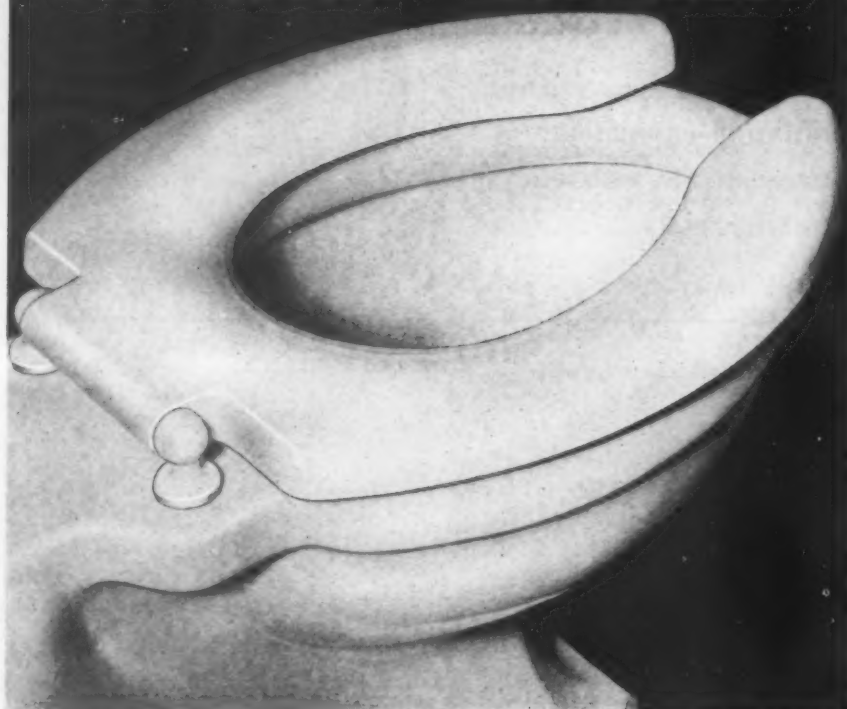
The Nesbitt Syncretizer, basic unit of The Nesbitt Package.



The Nesbitt Syncretizer and The Nesbitt Package are made and sold by John J. Nesbitt, Inc., Philadelphia 36, Pa. Sold also by American Blower Corporation.

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FOR SCHOOL HYGIENE CHURCH Mol-Tex SEATS assure the highest standards in cleanliness, permanence and attractiveness. Made by molding plastic over a hard wood core, these rugged seats will not crack or chip to open germ-harboring crevices. Impervious to moisture, they are easily cleaned with mild soap and water.

Cost-wise, too, they are a dividend-paying investment, for the first cost is the last cost. **CHURCH Mol-Tex SEATS** are recognized everywhere as "the best known and best made" seats money can buy. They come in black and white . . . and in sizes to fit all bowls. Contact your nearest Master Plumber or Plumbing Supply Wholesaler.

CHURCH *Mol-tex Seats*

"THE BEST SEAT IN THE HOUSE"

C. F. CHURCH MFG. CO., HOLYOKE, MASS.

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MEETINGS

Winfield Educational Clinic

The tenth annual Winfield Educational Clinic will be held from October 3 to 5 at Winfield, Kan. The exhibit location has been changed from the main hall to the boys' gymnasium and will be much more extensive than in previous years.

Food Service Directors Meet

The eleventh annual conference of Food Service Directors will be held in conjunction with the convention of the National School Cafeteria Association at the Hotel Sherman, Chicago, from October 10 to 12. Scheduled are visits to Chicago schools and colleges, restaurants and hospitals; panel discussions; group breakfasts; a test kitchen demonstration; skits, and dinners.

Rural School Administrators Meet

The first national conference of county school officials was held at Des Moines, Iowa, in September. Ellen Hartnett, retiring superintendent of schools of Jasper County, Iowa, and head of the county superintendents' section of the rural education department of the N.E.A., presided. Matters of interest to rural school administrators, including federal aid, teacher supply, transportation, health, guidance and supervision plus the task ahead for rural education, were discussed.

Youth United Conference

Thirty-four teen age delegates conferred with President Truman and top government officials at the White House

Superintendent's Book Shelf

TEACHING SOCIAL STUDIES IN ELEMENTARY SCHOOLS. By Edgar Bruce Wesley. (Assisted by Mary A. Adams.) Boston: D. C. Heath and Company, 1946. Pp. 362. \$2.75.

ABOUT THE CHURCH AS EDUCATOR. By Conrad H. Moehlman. New York: Hinds, Hayden & Eldredge, Inc., 105 Fifth Ave., New York 3, N. Y., 1946. 23 page brochure. Brochure, 20 cents.

INTERVIEWING FOR N.O.R.C. National Opinion Research Center. University of Denver, Denver 10, Colo. 1945.

ALCOHOLISM IS A SICKNESS. Public Affairs Pamphlet No. 118. Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York 20, N. Y. 1946. Pamphlet, 10 cents.

THE VETERAN AND HIGHER EDUCATION: A REPORT TO THE PRESIDENT. By the Director of War Mobilization and Reconversion. United States Government Printing Office, Washington. 1946.

VOCATIONAL EDUCATION IN THE YEARS AHEAD. Federal Security Agency, U. S. Office of Education. For sale by the Superintendent of Documents, Washington 25, D. C. 1945. Pamphlet, 50 cents.

The Toilet Room Environment Influences Students' Habits, Health and Character!

Sanymetal Century Type Ceiling Hung Toilet Compartments are particularly appropriate for schools. They impart dignity, refinement, and cheerfulness to the toilet room environment.

Sanymetal Porcena Academy Type Toilet Compartments satisfy architects who desire a conservative but modern toilet room environmental treatment.

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"PORCENA"

(Porcelain on Steel) TOILET COMPARTMENTS

possess the natural structural strength of steel, not one sheet, but two 16-gauge sheets securely bonded on opposite sides of dense insulating core, strengthened by porcelain enamel (four layers on each sheet) which provides a non-porous, flint-hard, glass-smooth surface that is positively impervious to odors, acids and moisture.

● Mere utility and convenience in a school's toilet room is not enough. The toilet room environment is of vital importance, too! A toilet room environment exerts an influence in the development of lifetime habits, of health, of cleanliness and orderliness. Growing school children quickly acquire proper degree of respect for such facilities.

The proof that toilet room environment is important can be had by recalling out of your own experience incidents where a poorly maintained, depressing toilet room environment has resulted in behavior problems, poor health habits and lack of student cooperation.

Impressions count with children, even more than with adults. That is why Sanymetal "PORCENA" (Porcelain on Steel) Toilet Compartments are a major item of equipment in composing a suitable toilet room environment for pupils' use. Glass-smooth, rust-proof, with attractive, never-fade colors deeply imbedded in a flint-hard surface that discourages pencil marks and scratches, Sanymetal "PORCENA" Toilet Compartments are easy and quick to clean and do not require expensive periodic repainting.

Ask the Sanymetal Representative in your vicinity (see "Partitions" in your phone book) for complete information. Write for file copy of Catalog No. 84.

THE SANYMETAL PRODUCTS COMPANY, INC.
1693 URBANA ROAD • CLEVELAND 12, OHIO

Sanymetal Porcena Normandie Type Toilet Compartments impart a moderately streamlined effect to a toilet room environment. Streamlined design wedged to utility fulfills all requirements.

Sanymetal Catalog 84 illustrates several typical toilet room environments as well as shower stall and dressing room suggestions.



Sanymetal*

*Trade Mark Reg. U. S. Pat. Off.

TOILET COMPARTMENTS, SHOWER STALLS AND DRESSING ROOMS

Sanymetal Porcena Academy Type Shower Stall and Dressing Room Compartments provide the utmost in sanitation for gymnasiums and dormitories.

recently in the initial move to organize a united front for fighting hunger by saving food and increasing food production.

The delegates, who represent 17 youth organizations, comprise the first national conference of Youth United. They plan to call into action the 32,000,000 boys and girls all over America. The conferees are serving as an auxiliary committee to the President's national famine emergency committee.

These young people, ranging in age from 13 to 18, met to obtain facts about the world food situation from first hand reports of world leaders.

MISCELLANEOUS

Huge Junior College Enrollments

The 630 junior colleges of the country have enlarged their facilities and their staffs to accommodate enrollment increases of anywhere from 400 per cent to 2000 per cent. As one example, Riverside Junior College at Riverside, Calif., which had 183 students in 1946-47 was prepared to admit 1600 students this fall, a 774 per cent increase.

The 355,000 students who are entering junior college this fall are just short of half as many as were enrolled in all institutions of higher education in

1943-44, as enumerated in the recent Snyder report to President Truman. Approximately 153,000 veterans are included in the junior college fall registration and it is estimated that these schools can still admit about 33,000 more students. States which can enroll additional students are Kansas, Washington and Kentucky, according to a report from the American Association of Junior Colleges.

Of the 45 new junior colleges in operation this fall, 21 are along the eastern seaboard. Thirteen of these are publicly controlled institutions; eight are privately controlled. This is significant as up until now this section has had only 17 publicly controlled junior colleges as against 242 for the rest of the country.

Rural School Has Its Day

Thirty-two children reported for the opening of the 1946-47 school year at the rural Bethel School, York, Pa. When they returned the second day, the school had been destroyed by fire. "Here today, gone tomorrow—school teaches its own moral," said the headline writer for the story.

Teachers Leave for Near East

Almost 100 teachers and their families sailed recently to fill positions at seven American colleges affiliated with the

Near East College Association. These institutions are the American University of Beirut, International College, Robert College, Istanbul Woman's College, Athens College, American School for Boys in Bagdad and Damascus College.

Jewish School to Open in Chicago

The Anshe Emet Synagogue in Chicago is opening this month a "progressive day school." Its goal is to fuse into a harmonious, creative pattern the bicultural basis of the life of modern Jewish children.

American Education Week Materials

Materials prepared by the N.E.A. for use prior to and during American Education Week, November 10 to 16, and available to schools include the following:

Two plays, one for elementary schools, "The Circus or the Jungle," symbolizing the need for cooperation among nations; the other, "America Unlimited," featuring the brotherhood theme. 25 cents each.

Radio transcriptions for use on local stations: "Deadline for Living," a 14 minute transcription on the general theme on one face of disk, 10 one minute spot announcements on daily A.E.W. topics on the other. \$10 a copy. Radio scripts also available for use as skits

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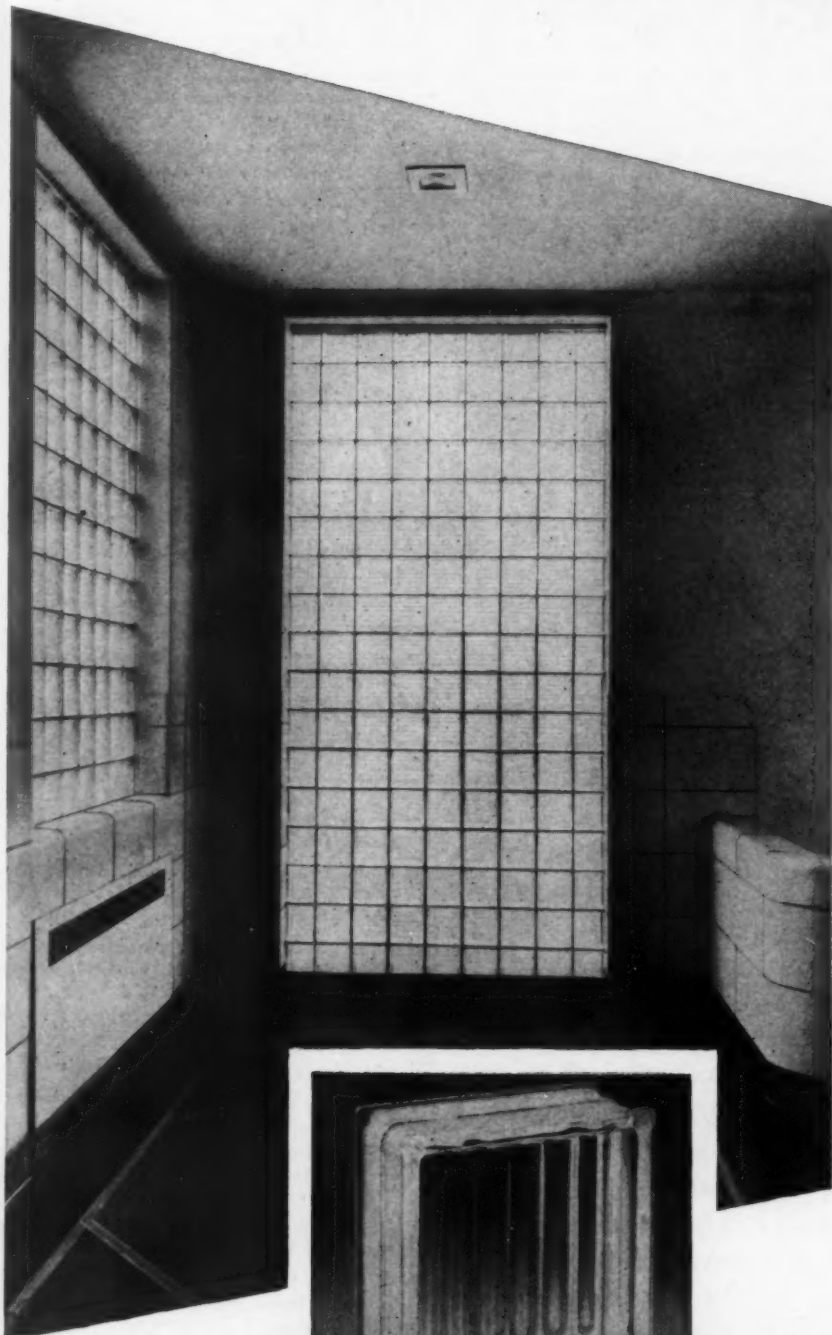
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over school record playing systems and radios. 25 cents for 15 minute script "Deadline for Living;" 15 cents each for seven 4½ minute scripts on daily topics.

A movie trailer "Education for the Atomic Age" with Lowell Thomas as narrator for showing in local theaters. 2 minutes, 35 mm. film. \$7.50 including packaging and postage.

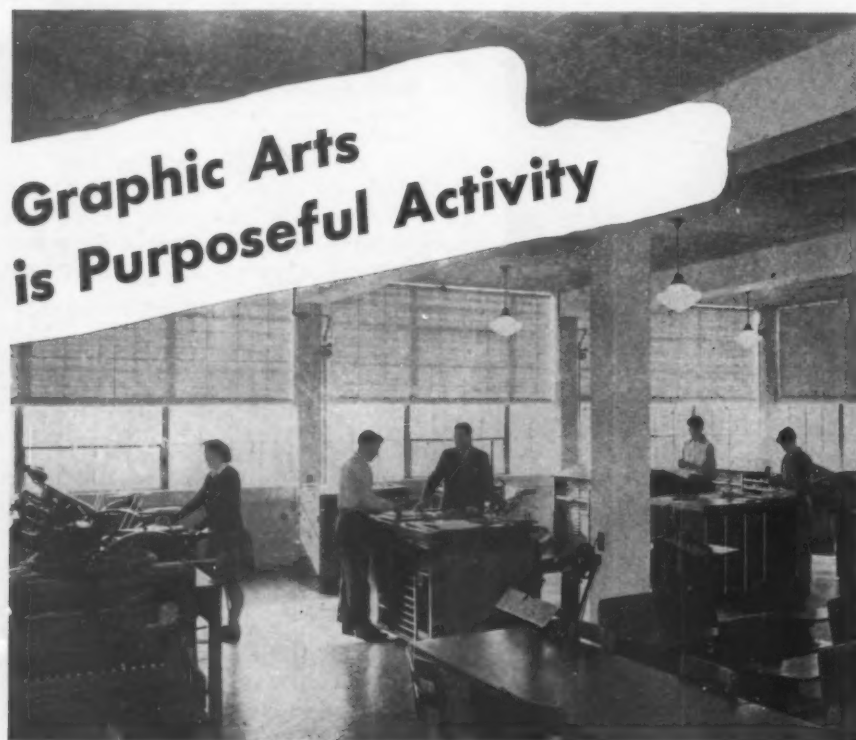
"An Invitation," a leaflet inviting parents and citizens to visit the schools, 8 pages, illustrated, with space on front for addressing. 25 cents for package of 25, with discounts on additional packages.

"It Pays," a 3 by 5 inch leaflet, with

illustrations and one sentence messages providing evidence of the economic values of education based on the findings of the U. S. Chamber of Commerce. 1 cent a copy in lots of 25 or more.

"Education — a Mighty Force," a pocket size reprint of the N.E.A. pamphlet for distribution to business men, women's organizations, churches, labor groups and others, setting forth the potential power of education. 10 cents a copy, with quantity discounts.

All of the foregoing materials can be obtained from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.



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Coming Meetings

Alabama Education Association, Birmingham, March 20, 21.

American Association of School Administrators, Atlantic City, N. J., March 1-6, 1947.

American Education Week, November 10-16.

Arkansas Education Association, Robinson Memorial Auditorium, Little Rock, November 7, 8.

California Teachers Association, Hotel Biltmore, December 13, 14.

Colorado Education Association, Denver, Pueblo, Grand Junction and Durango, October 24, 25.

Connecticut State Teachers Association, Hartford, Bridgeport, New Haven, October 25.

Food Service Directors' Conference, Hotel Sherman, Chicago, October 10-12.

Georgia Education Association, Hotel Do Soto, Savannah, April 23-26.

Illinois Education Association, Elks Club, Springfield, December 26-28.

Indiana State Teachers Association, Hotel Lincoln, Indianapolis, October 24, 25.

Kansas State Teachers Association, Topeka, Salina, Hays, Garden City, Wichita, Coffeyville, October 31, November 1.

Louisiana Teachers Association, Hotel Washington-Youree, Shreveport, November 25-27.

Maine Teachers Association, Bangor House, Bangor, October 24, 25.

Maryland State Teachers Association, Baltimore, October 18, 19.

Massachusetts Teachers Federation, Hotel Sheraton, Worcester, October 19.

Minnesota Education Association, Minneapolis, October 24, 25.

Mississippi Education Association, Hotel Heidelberg (tentative), March 20-22.

Missouri State Teachers Association, Hotel Muehlbach, Kansas City, November 6-9.

Montana Education Association, district conventions, Billings, Helena, Wolf Point, Kalispell, Great Falls, October 25, 26.

National Council on Schoolhouse Construction, Hotel Heidelberg, Jackson, Miss., October 21-26.

Nebraska State Education Association, district conventions, Lincoln, Omaha, Norfolk, Hastings, McCook, Sidney, October 24, 25.

New Jersey Education Association, Ambassador Hotel, Atlantic City, November 8-10.

New York State Teachers Association, house of delegates, Hotel Commodore, New York City, November 24-26.

North Carolina Education Association, George Vanderbilt Hotel, Asheville, March 27-29.

Pennsylvania State Education Association, Hotel Penn-Harris, Harrisburg, December 26-28.

South Carolina Education Association, Columbia, February 20-22.

South Dakota Education Association, Sioux Falls, November 24-27.

Texas State Teachers Association, Hotel Rice, Houston, November 29, 30.

Utah Education Association, Hotel Utah, Salt Lake City, October 10-12.

Vermont Education Association, Auditorium, Burlington, October 10, 11.

Virginia Education Association, Hotel John Marshall, Richmond, November 26-29.

(Continued on Page 90.)

He needs a smaller desk

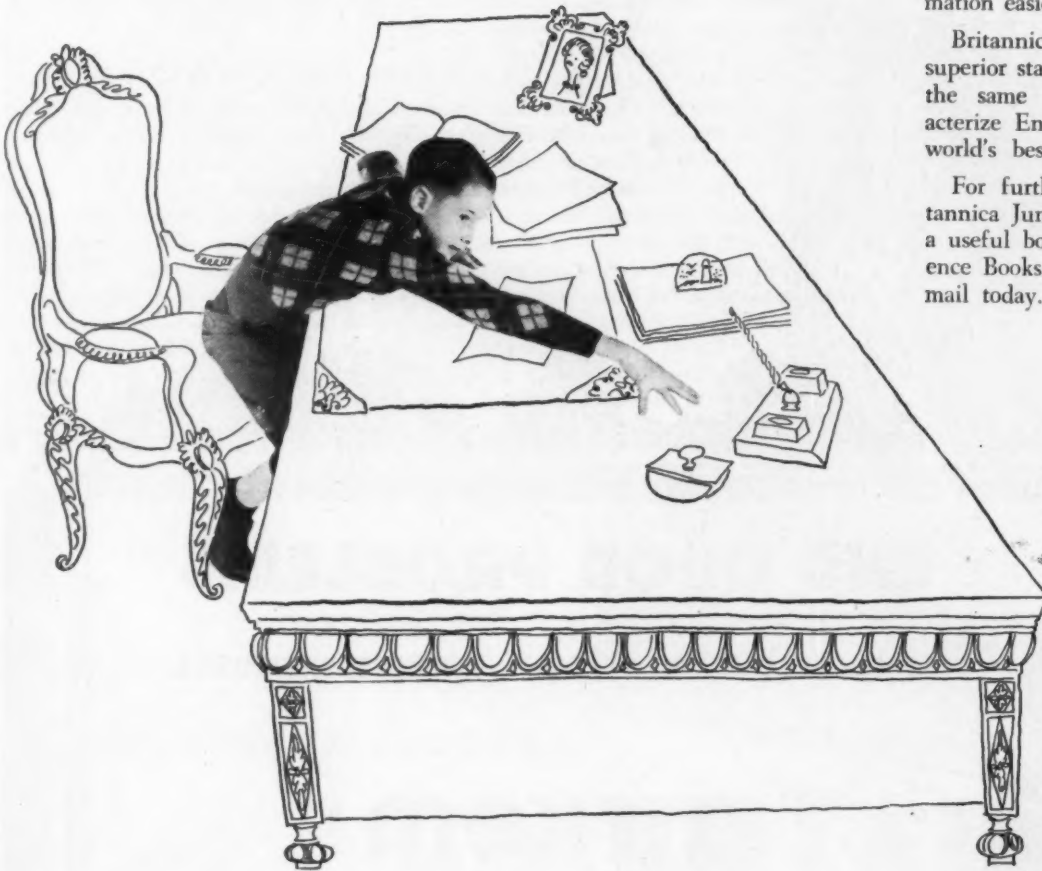
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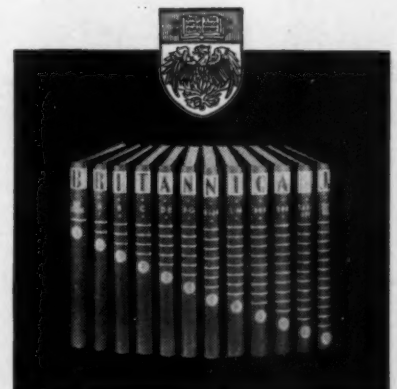
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Coming Meetings

(Continued From Page 88.)

Washington Education Association, regional convention-institutes, Spokane, October 4; Walla Walla, 7; Richland, 8; Yakima, 9; Sunnyside, 9; Wenatchee, 10; Seattle, 11; Bellingham, 14; Tacoma, 15; Centralia, 16; Vancouver, 17; Longview, 18.

Wisconsin Education Association, Hotel Schroeder, Milwaukee, November 7-9.

Wyoming Education Association, delegate assembly, Casper, October 11, 12; central northwest and northwest districts, Casper, October 3, 4; southeast district, Torrington, October 3, 4; southwest district, Rock Springs, September 27, 28.

Geographic School Bulletins

The Geographic School Bulletins published by the National Geographic Society will be resumed for the 1946-47 school year on October 7. Last year nearly 35,000 teachers used the bulletins for accurate background material on places, peoples, industries, commodities and national boundaries.

Each of the 30 bulletins to be issued during the year will contain five articles and seven illustrations or maps. The service is available for a 25 cent subscription fee which covers the mailing and handling charges. Other costs are borne by the geographic society's educational fund. Address: National Geographic Society, Washington 6, D. C.

Foreign Students Do Farm Work

Seventeen foreign students at Queens College and Columbia University, New York City, recently volunteered for farm work in reply to an appeal from the farm division of the U.S.E.S. and left for Camp Tivoli, N. Y., to spend two weeks harvesting the apple, bean and corn crops.

The volunteers ranged in age from 18 to 25. Fourteen of them came from Turkey, two were from Iran and one was from El Salvador. On hand to see them off was T. Kikret Suer, cultural and education attaché at the Turkish Embassy in Washington, who urged the students to make full use of their opportunity to observe rural conditions in America and assured them that their work would be accepted as a good will gesture from their native countries.

Would Bar "Leftist" Texts

The Sons of the American Revolution in California has blocked temporarily approval of three proposed social science texts for 7th and 8th grades entitled "Building America." These, it asserts, present a left wing approach to American history. The books are compilations of leaflets bearing the same title issued by the National Education Association. All three volumes were recommended to the state board of education by the board's commission on curriculum.

The Sons of the American Revolution stated that it can see no objection to pupils studying foreign governmental systems but not at the elementary school level and wants a legislative investigation of the circumstances under which the books received the approval of the commission.

Closing of School Attacked

Suit was recently brought at Frankfort, Ky., on behalf of 53 parents of Campbell County children to declare invalid the action of the state board of education in ordering the A. J. Jolly Memorial High School at California, Ky., discontinued. Attorneys for the parents contended that the school, if permitted to reopen, would have 68 pupils which is eight more than the required minimum to meet accrediting standards.

The state board ordered the school closed on the ground that its enrollment was less than the minimum number required.

Negro Adult Education Project

A one year program for the adult education of Negroes on a national scale is now in progress, its purpose being to raise the educational level of the large group of Negroes described as "functionally illiterate" by the Selective Service System and the 1940 census. The project is made possible

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by a grant from the Carnegie Corporation and is sponsored by the U. S. Office of Education in cooperation with the American Association for Adult Education and the National Conference on Adult Education and the Negro. It is directed by Ambrose Caliver, specialist in the higher education of Negroes with the Office of Education.

The first phase of the project was a conference of 60 educators and lay leaders held recently at the U. S. Office of Education to review the experiences of the army, the W.P.A., public school systems and the Immigration Service in combating illiteracy in this country.

The second phase was an institute on the adult education of Negroes held at Hampton Institute, Virginia, in August and September which was concerned with developing an instructional guide and preparing teachers who can carry forward the project. During the coming winter, this guide will be tried out and evaluated in Negro institutions of higher learning in four selected areas.

Nylons Bait for Teachers

The superintendent of schools at Hays, Kan., Clyde U. Phillips, sent with his contracts to prospective teachers a note offering two pair of nylon stock-

ings, if the prospect was a woman, and one pair to the wife of each male prospect on their arrival at Hays. Whether the nylons did it or not, Mr. Phillips had all the teachers he needed for the opening of school.

Effect of New Retirement Pay

The retiring of teachers on the more liberal annuities recently granted in Washington, D. C., may aggravate the teacher shortage in that city, according to Supt. Hobart M. Corning. Retirements will affect elementary schools the most, where an acute shortage of well trained teachers exists at present.

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PUBLICATIONS

Fiftieth Anniversary Yearbook of the Educational Press Association. A 192 page source book for libraries, administrators, publishers, advertisers and editors, containing a complete list of educational periodicals, with a history and purpose of each, and a notable series of articles on educational journalism, with a look into the future. Washington 6, D. C.: Educational Press Association, 1201 Sixteenth Street, N. W. \$2.75.

Annual Report of the Elmhurst (Ill.) Elementary Schools. A mimeographed report on the instructional program, school population, health program, community relations, administration and supervision, buildings and grounds and costs prepared by members of the staff with divisional sheets designed by the children. Elmhurst, Ill.: Supt. Willard C. Jackman, Elmhurst Elementary Schools.

Complete Catalogue of Plays, 1946-47. A list of all plays now leased by the Dramatists Play Service, Inc., up to the present date for use by schools and colleges. New York 16, N. Y.: Dramatists Play Service, Inc., 6 East Thirty-Ninth Street.

Toward Mental Health. By George Thorman. Describes the various forms mental illness may take and points out the need for a national mental health program. Public Affairs Pamphlet No. 120. New York 16, N. Y.: Public Affairs Committee, Inc., 22 East Thirty-Eighth Street. 10 cents.

The Annual Review of the Winfield Park School. A combined annual for the graduating class of 1946 and a yearly account of school activities with a report from each grade from kindergarten to eighth, with illustrations. Winfield Township, N. J.: Winfield Park School.

1946-47 School Activity Calendar. A large sheet to be tacked on the wall with a space for each day of every month for listing athletic contests, dramatics, P.-T. A. meetings, musical entertainments, convention dates, vacations, holidays, board and teachers' meetings and all other school activities. St. Louis 5, Mo.: Teachers' Service Bureau, 6642 Delmar. No charge.

Suggested School Health Policies. Fifth Printing. A 48-page booklet, prepared by 15 leading health and educational organizations, designed to serve as a guide for schools and communities in developing balanced programs of health education and care. New York 14, N. Y.: Health Education Council, 10 Downing Street.

Library Books Helpful in Planning Units of Work in the Elementary Schools. A listing of library books under headings helpful to teachers for obtaining source materials related to units of work. Brooklyn 2, N. Y.: Board of Education of the City of New York, 110 Livingston Street.

Safety Education in the Schools. A study of accident facts with suggestions for the development of a safety education program. Brooklyn 2, N. Y.: Board of Education of the City of New York, 110 Livingston Street.

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NAMES IN THE NEWS

(Continued From Page 51.)

Maynard Henwood is principal of St. Joseph Central School near Fort Wayne, Ind., succeeding Clarence Stallings.

Warren M. Davis has succeeded Walter W. Webb as principal of the high school at Alliance, Ohio. Mr. Davis has been with the bureau of aeronautics.

James Earl Solt has been chosen principal of the high school at North Plainfield, N. J.

Elliott W. Keach resigned his job as headmaster and coach at Peterborough, N. H., to become headmaster of Plymouth High School, Plymouth, N. H.

T. R. Ehrhorn resigned as principal of East High School, Sioux City, Iowa, to become principal of Arlington Heights Township High School near Chicago. S. M. Hickman, principal of Leeds High School, Sioux City, succeeds Mr. Ehrhorn.

Wilbur Carter, principal of Antwerp High School in Paulding County, Ohio, spent another summer at Sugar Camp, where the National Cash Register Company operates a training school for salesmen. Mr. Carter operates the camp's post exchange, leads an outdoor life and meets men from all over the world; he

regards his summer experience as a post-graduate course.

Harold A. Odell of East Hartford, Conn., succeeds Ted B. Bernard as principal of the high school at Princeton, N. J. Dr. Bernard resigned because of ill health. Stanley H. Lorenzen has taken over the East Hartford principalship.

Horace G. Holcomb, former superintendent of schools at Ione, Ore., has been appointed principal of the high school at Newport, Ore.

Robert Bastress has succeeded Ralph Geigle as supervising principal of the schools of Freeburg Borough, Northumberland, Pa. Mr. Geigle will remain in the navy.

John R. Worrall is the new principal of North Huntingdon Township Senior High School, Irwin, Pa.

Jerry J. Gerich, formerly principal of Willard School, River Forest, Ill., is the new head of W. K. Kellogg Junior High School, Bay City, Mich.

Earl Delph, acting principal, becomes principal of the high school at Peru, Ind., following receipt of the news that Richard M. Bateman, principal on leave for navy service, will not return.

Harley O. Borgon is the new principal of the high school at Neenah, Wis. Harold Mennes, former principal, is now superintendent of schools.

Elwood A. Allen is the new principal and coach of the high school at Buckfield, Maine.

J. W. Clawson has been chosen principal and James L. Dudley, assistant principal of Irwin High School, Irwin, Pa.

Richard F. Huizenga, superintendent of schools at Haslett, Mich., for seven years, is now principal of the senior high school at Rochester, Mich. He replaces A. R. Musson who resigned to become executive secretary of the Oakland County Tuberculosis Society. Wyatt Wilson succeeds Mr. Huizenga as school head at Haslett.

Wilbur O. Stephens, recently returned from four years' army service, has been appointed principal of Tryon High School, Tryon, N. C.

Miscellaneous

G. G. Knipfer, ground school instructor for four years in the army, has been appointed supervisor of schools for southwest Iowa by the state superintendent of public instruction.

W. Earl Sams has been appointed chief of the new bureau of aviation education, California State Department of Education. A training officer in naval air stations, Mr. Sams before the war was assistant to the principal of Woodrow

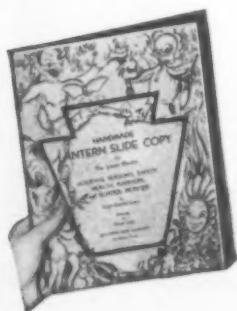
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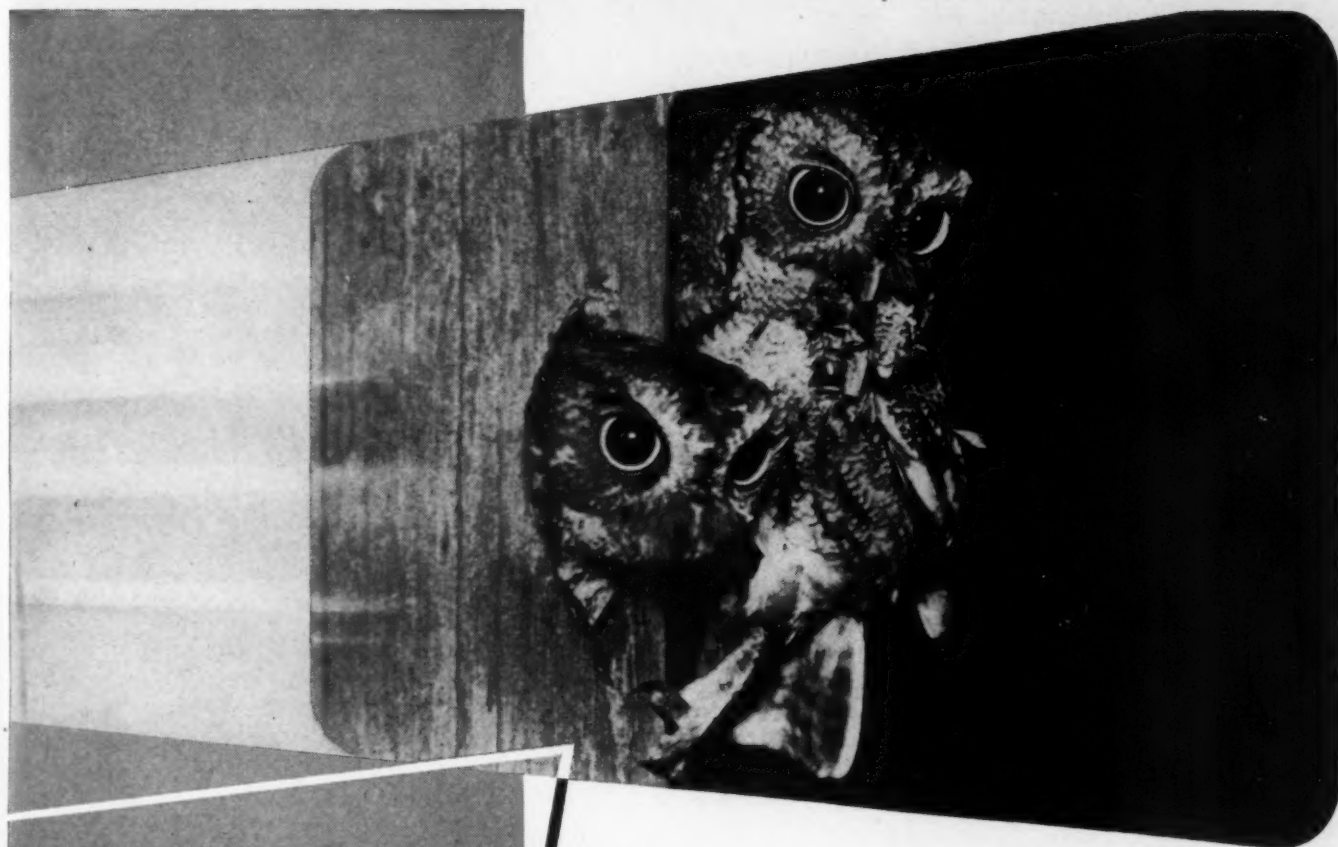
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Wilson High School, Glendale. Headquarters of the new bureau are in Los Angeles and three former teachers with extensive flying experience during the war have been appointed to assist Mr. Sams as consultants.

Ralph R. Boyden has been named chief of another new bureau in the California State Department, the bureau of school accounts and records.

Roy Fetherston resigned the superintendency of schools at Monmouth, Ill., to become a field secretary of the Illinois Association of School Boards. He took up his new duties August 15.

Dr. Charles J. Strahan has resigned as secretary of the New Jersey Education Association. His successor is **Dr. Frederick L. Hipp** of Trenton.

Ernest J. Kump and **Mark Falk** announce the return of **Lt. Col. Charles H. Franklin** from the army corps of engineers and the formation of the firm, Franklin, Kump & Falk, for the practice of architecture and engineering with offices in San Francisco.

William J. Lyons replaces **Dr. Charles J. Falk** as assistant to the superintendent and secretary to the board of education of San Diego, Calif. Dr. Falk is on leave to assume an administrative assignment in Germany. **Albert Churchman** is the new assistant business manager.

In the Colleges

Jesse E. Buchanan, dean of engineering, has been made president of the University of Idaho. Dr. Buchanan had just accepted the deanship of the division of engineering at Iowa State College when his own institution offered him the presidency; he was released from the Iowa commitment.

Dr. Paul C. Packer, dean of the college of education, University of Iowa, has accepted the chancellorship of Oregon's higher education system.

William Duncan Copeland, vice president of Lake Forest College, Lake Forest, Ill., has been elected president of Billings Polytechnic Institute, Billings, Mont.

Dr. Lindley J. Stiles of the College of William and Mary has been named associate professor of education and director of student teaching at the University of Illinois. **Dr. Merle R. Sumption** of Ohio State University has been appointed associate professor in the bureau of educational research at Illinois and **Celia Burns Stendler** of the department of child growth at Teachers College, Columbia University, has been named assistant professor in elementary education at Illinois.

Dr. Ralph F. Strebel, professor in the school of education at Syracuse Univer-

sity, has been appointed chief in education and curriculums for the American zone in Berlin. He has been granted a fifteen months' leave by the university. His duties will lie largely in teacher education.

Deaths

Estelle L. Silverman, principal of Junior High School 52, Manhattan, and for more than thirty-two years an educator in the New York City public schools, died at Star Lake, N. Y., after a brief illness.

E. J. Adams, for eight years superintendent of schools of Burnett County, Wisconsin, died recently after a long illness.

Franklin Mason Underwood, principal and an assistant superintendent in the St. Louis public school system for forty-three years, died suddenly. He was scheduled to become principal of Clinton-Peabody School this month.

Dr. Sidney B. Hall died August 12. Former superintendent of public instruction for Virginia, Dr. Hall was director of the division of extension and professor of education at George Washington University.

Jesse R. Overturf, superintendent of schools at Sacramento, Calif., died August 17 following a long illness.

How many seats will you need in your new gym?

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The above Roll type stand is heavily but safely loaded far in excess of requirements—A Universal built-in feature.

A National Survey made by

Universal
gives the answer

Have you been wondering how many seats you will need in your new gymnasium?

We have just completed a National Survey of High School Gymnasium Seating needs. Schools of all sizes—large and small—were contacted for the express purpose of gathering information vital to schools in planning their future seating requirements in new gymnasiums. This valuable information is now available to you without obligation. You needn't guess about the number of seats you will require to accommodate capacity crowds. Just send us your present school enrollment. We will make an estimate for you based on the data obtained from schools all over the country.

Now is the time to plan your 1947 fall and winter seating requirements. Our engineering staff is ready to help you with the experience gained through years of building fine bleachers.

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DA-LITE GLASS-BEADED FABRIC—Da-Lite's own process of applying millions of tiny glass beads evenly to the surface of the fabric is the reason underlying the more brilliant and sharply defined reproduction that is so notable with the Challenger.

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"SLIDE-A-MATIC" LOCKING—eliminates all external locking devices. It is necessary only to raise or lower the elevating tube to adjust the height. The tubing locks by itself.

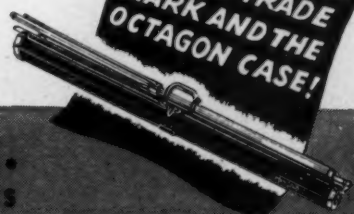


and You'll Choose THE CHALLENGER

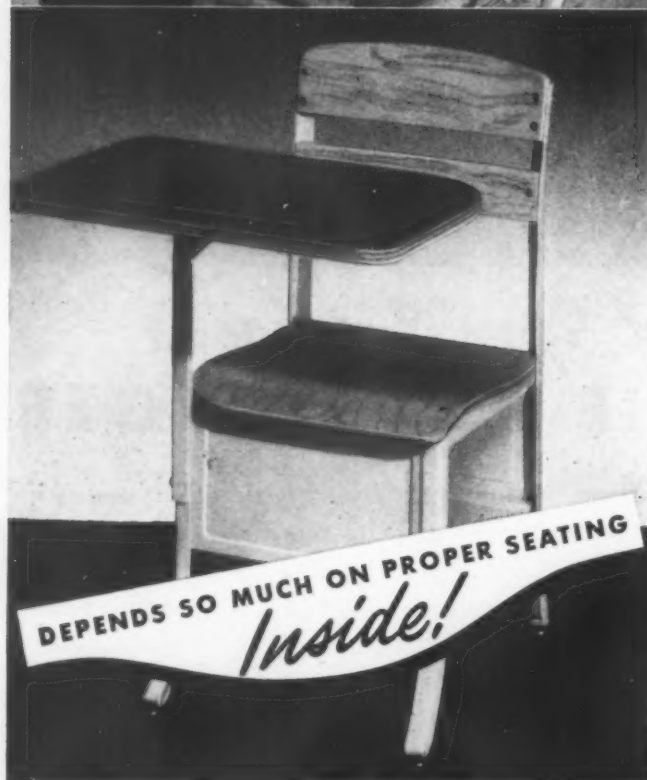
Only an actual comparison with other screens will prove the claims being made about Da-Lite's famous Challenger. In no other screen will you find the Challenger's outstanding features and improvements. *Here is everything* you could want. It's the **Challenger** for perfect pictures—brilliant and true reproduction of colors, sharp details. It's the **Challenger** for faster set-up and easier adjustment of height. It's the **Challenger** for long, dependable service—for smart, rich appearance—for quality and value at a price within your means . . . Compare! You'll choose the CHALLENGER.



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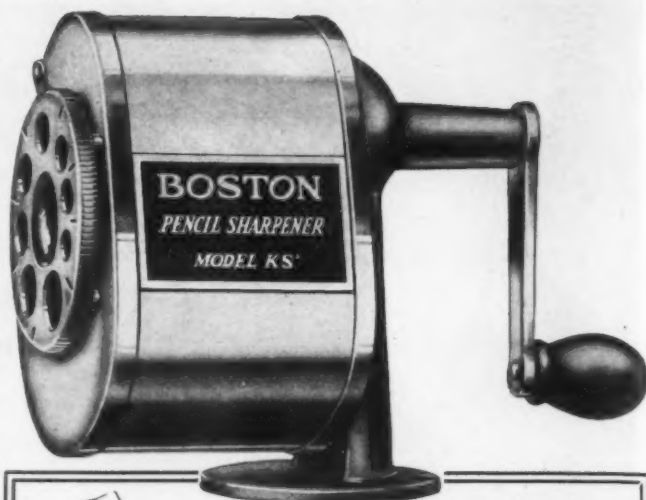
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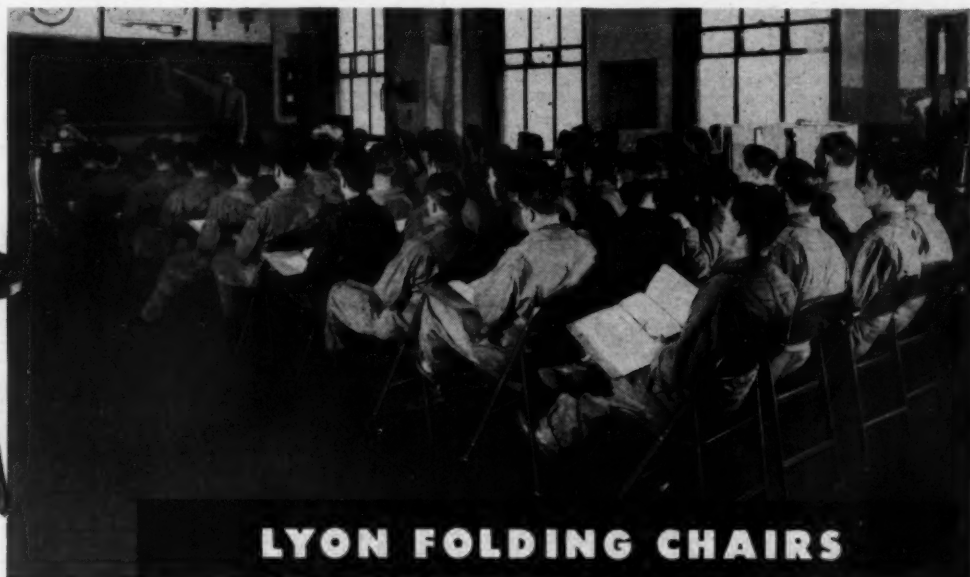
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That our engineers have achieved a new high in *simplification* is evident from even a casual examination of this revolutionary, new projector. Those who have seen it are amazed at the *ease* with which slides and slidefilms may be interchanged—without requiring re-alignment of condensers to prevent light loss. This and many other improvements are already making the DP 300 the *preferred equipment of experienced buyers*. Ask your Visual Education Dealer for details or write for circular 101.

**THE NEW
DP 300
SLIDE and SLIDEFILM
PROJECTOR**

THREE DIMENSION COMPANY

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"Projectors With Simplified Controls"



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offer many
wonderful features...

Make Your Pictures "POP OUT" Clearly

Enjoy motion pictures and stills which seem to leap out of the screen with breath-taking realism. Black-and-white pictures take on added sparkle and clarity . . . color pictures possess new warmth and natural beauty. This wonderful improvement in screen performance is due to the New Radiant "Hy-Flect" screen surface. Countless tiny glass crystals embedded in the clear white screen surface reflect light instead of absorbing it. You get *better* pictures with the new 1947 line of Radiant screens . . .

Plus all these Wonderful Exclusive New Features

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| 1. Automatic Leg Opening (Pat. Pending) | 7. Automatic Leg-Lock |
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| 3. Shakeproof Safety Catch | 9. Triangular Steel Tube Construction |
| 4. Feather Touch Adjusting Handle (U. S. Patent) | 10. Automatic Leg Adjustment |
| 5. Double-Action Auto-Lock (Pat. Pending) | 11. Finger Grip Carrying Handle |
| 6. Built-In Shock Absorbers (Pat. Pending) | 12. Streamlined Design and Duo-color Scheme |

Adaptable to all projection conditions, instantly set up . . . 1947 Radiant Screens make picture projection more effective, more enjoyable.

RADIANT

BETTER SCREENS FOR BETTER PROJECTION



Send for FREE Screen Guide

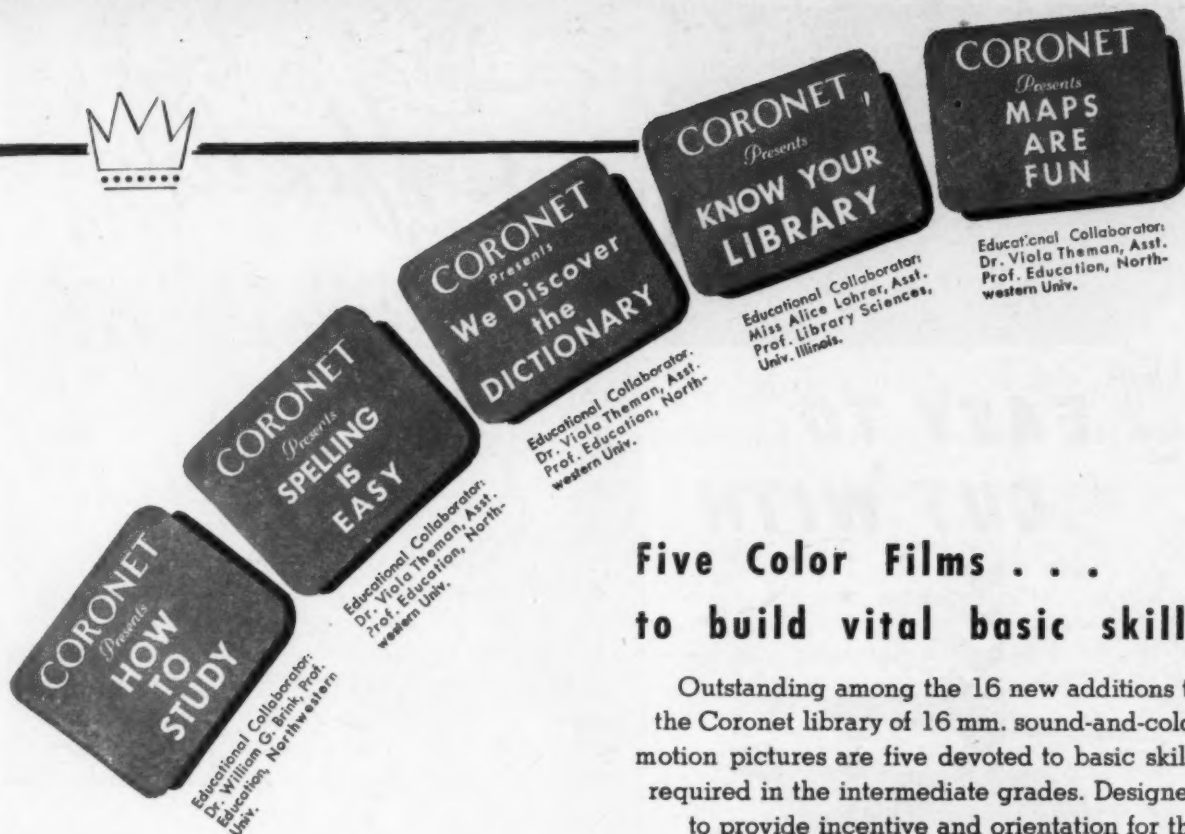
"Secrets of Good Projection," a 32-page booklet, gives proper screen sizes, correct projection lenses, tips for improving projection and many other valuable facts. Mail coupon for your FREE copy.

The Radiant "DL" here illustrated is portable, sturdy, compact, easily set up, quickly adjustable. The Radiant line includes Wall, Ceiling and Table Models in sizes 22" x 30" to 20 feet by 20 feet and larger.

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Send me FREE copy of "Secrets of Good Projection"—also circular showing complete line of Radiant Portable, Wall, Ceiling and Table Screens.

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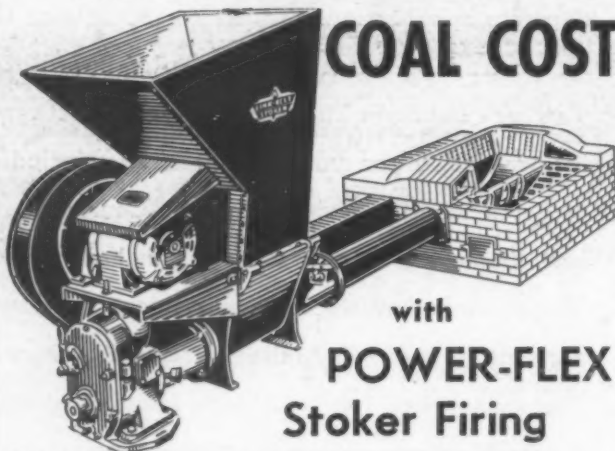
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Model "30-A"
(2" x 2")

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Model No. 1-A

Designed to save time, money, space and manpower. Adaptable for multiple installations or as an auxiliary unit. Ample capacity to wash, rinse and sanitize top volume of dishes, glasses and silverware in the average school installation.

JACKSON DISHWASHERS are ideal for schools, where thorough sanitation and high speed efficiency are so important. JACKSON DISHWASHERS not only thoroughly wash, rinse and SANITIZE your dishes, glasses and silverware, but do it cheaper. You see, JACKSON DISHWASHERS save on breakage, use less towel service and save on labor because of ease of operation. Remember—there's a better way to wash dishes—The JACKSON WAY!

For Clean Sanitary Dishes

- Easy to Install
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Larger machine for high speed, heavy duty assignments. Counter-balanced hood gives ample clearance to accommodate cafeteria trays as well as all other eating utensils. Baskets can be slid from either side or from a corner installation.

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SCRUB FLOORS CLEANER, FASTER

also wax, polish, buff, sand, grind, steel-wool



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Below—Hild Standard (Plain Handle) Floor Machine

HILD System Shower-feed Scrubbing gets floors cleaner without wasting soap and without splashing. Scrub-soap solution is fed from the tank on the handle of the Machine to the back of the patented HILD Shower-Feed Brush . . . then passes through accurately spaced holes penetrating the brush back between each row of bristles.

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Shenango Pottery, exclusively, presents Rim-Rol as the greatest structural improvement of flatware, in modern times. A study of shocks proves that Rim-Rol is "built-in" at the right place—to absorb a blow on the edge—to deflect a blow on the under rim—to protect the foot from rough stacking—to provide a grip for insurance against dropping. A composite of the many testimonials from Rim-Rol users would read—

"Longer wear is well established by our experience with it." Shenango has long been known as the toughest, as well as the most beautiful restaurant china, and now Rim-Rol places it far ahead of any service. For imperviousness to cleaning compounds, for bright, clean, appetizing food service, Shenango China is the most sanitary material ever produced. —SHENANGO POTTERY CO., New Castle, Pa.



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Adlake Aluminum Windows offer you many advantages for so little more. A patented combination of nonmetallic weatherstripping and serrated guides gives finger-tip control, smooth sliding and silent operation, and elimination of excessive air infiltration. Adlake Windows will not warp, rot or swell—require no painting—will not stick—and are beautifully designed to fit your needs. So when you're "window shopping," remember Adlake Windows!

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ALSO WINDOW MAKERS TO THE TRANSPORTATION INDUSTRY

ESTABLISHED 1857

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The American Way



TRULY one of the most prized freedoms of this nation is the right and privilege of the American teacher to pass on to his students the core of his study and experience, weighed only against his own judgment and conscience.

Greatest tribute to the soundness of this judgment is the preservation in America of the finest way of life to be found anywhere on earth.

To all those who, in their teaching, would preserve the American way, we are offering a series of twelve posters. *Each poster is devoted to a fundamental American privilege or freedom.* Each carries a challenging message which might be used as the basis for a class discussion in civics, economics, history, current events, or debating. Tacked on a bulletin board or hung in the classroom, these posters will catch attention and foster discussion.

These messages carry no form of advertising and mention no product or service. They originally appeared over the signature of The Dayton Power and Light Company, Dayton, Ohio, and were prepared under the direction of its president, Kenneth C. Long. They are being offered to you here in a spirit of friendly cooperation between one American citizen and another.

The complete series of twelve posters is available to any teacher in any American public or private school. There is no cost, and no obligation. Mail the coupon for *your* posters today.

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PRESIDENT

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*With the Steel-Wool Pad
that's Welded!*

Steel-wooling provides a simple means of keeping waxed floors at their cleanest, lustrous best in between periodic refinishing. This method, in a single operation, dry cleans and polishes the floors to new brightness, and to a safer, wear-resisting finish.

Steel-wooling is indeed an economy, but one that can be extended still further by using a pad that's welded! Welded construction allows the pad to wear evenly, hence slowly, and prevents shredding and bunching of the pad. This type of construction gets all the wear out of all the material! In fact, actual tests prove that the Finnell Welded Pad wears three to four times longer than pads of ordinary design. And because it assures uniform contact, the Welded Pad must and does do a finer job faster.

Finnell Pads are self-adjusting, and can be used on any fibre brush, with any disc-type machine. Seven sizes, four grades. For consultation or literature on Finnell Pads, Waxes, and Maintenance Machines, phone or write nearest Finnell branch or Finnell System, Inc., 210 East St., Elkhart, Ind.

FINNELL SYSTEM, INC.

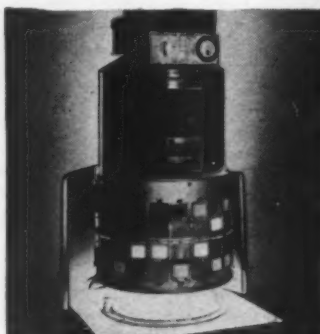
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FLOOR MAINTENANCE EQUIPMENT AND SUPPLIES

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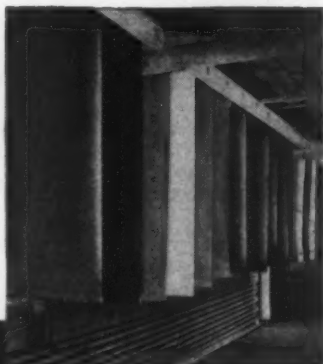
Tests Prove:

"Tontine"* Shade Cloth
Gives Schools
More Service per Dollar!

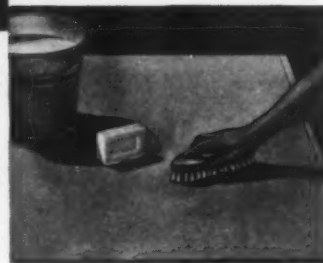
IN THIS HOT ROOM "Tontine" shade cloth is cooked in temperatures up to 140° F. It has to stand high humidity as well as hot dry air. "Tontine" takes a worse beating here than it ever does in actual service—to assure you of years of trouble-free service.



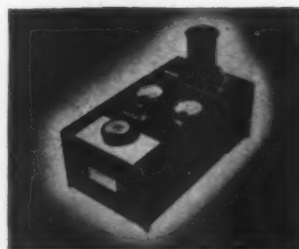
LUX LABORATORIES TESTED "TONTINE"-made shades by washing them hard 20 times... on both sides. "Tontine" passed with flying colors! With plain soap and water, your janitor can keep shades of "Tontine" bright, colorful, and translucent. Or your "Tontine" dealer will do it inexpensively.



FADEOMETER tests color fastness by bombarding "Tontine" with ultra-violet rays of light. This test is much more severe than the actual sunlight ever encountered in normal service, but here again this accelerated test is necessary to make sure "Tontine" has the extra quality that counts.



...and "TONTINE" conserves students' eyesight!



THIS TRANSMETER PROVES that "Tontine" lets in more daylight—bright yet glareless—for students to study by than painted shade cloth of a similar color. It measures the exact amount of light that passes through a material, provides one more of the tests that ensure "Tontine's" high quality. E. I. du Pont de Nemours & Co. (Inc.), "Tontine" Sales, Newburgh, N. Y.

*"Tontine" is Du Pont's registered trade mark for its pyroxylin-impregnated washable window shade cloth.

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WINDOW SHADE CLOTH

Looks Better Longer.

DU PONT

BETTER THINGS FOR BETTER LIVING
THROUGH CHEMISTRY

GAS is your best investment



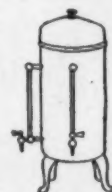
There are tangible returns from an investment in GAS. This ideal fuel and modern Gas equipment pay off in the operation of school lunch rooms, cafeterias, domestic science kitchens, hot water systems.



WATERHEATER

more comfortable and cleaner with Gas-fired equipment than with other types of fuel.

GAS is an economical fuel. The efficiency of modern Gas equipment, the low cost of GAS, and the extra advantage of constantly available supply, assure users of real fuel economy.

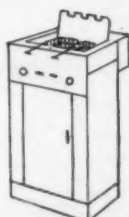


COFFEE URN



TOASTER

Take maintenance, for instance. The simplicity of waterheaters, toasters, ovens, coffee urns, and other modern Gas equipment reduces maintenance cost to an absolute minimum.



DEEP FAT FRYER

There are many other desirable features of GAS such as flexibility, automatic controllability, speed, which make GAS and modern Gas equipment your best investment.

Sanitation is important, too. GAS is a clean fuel which requires no handling, leaves no waste for disposal. Employees like GAS because working conditions are



BAKE OVEN

The Commercial Representative of your local Gas Company can help you select Ranges, Waterheaters, Ovens, Deep Fat Fryers, Toasters, and other modern Gas equipment to fit your requirements.



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MORE AND MORE...

THE TREND IS TO GAS

FOR ALL
COMMERCIAL COOKING

AMERICAN GAS ASSOCIATION

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For Added Sales . . .

MAKE YOUR SALAD DISPLAY ATTRACTIVE

Restaurant Managers agree that the eye appeal of cold foods displayed in bright, shining CRUSADER Stainless Utensils increase customer interest and result in larger sales.

CRUSADER Stainless Utensils are easy to clean and retain their lustrous surfaces through long usage due to resistance to rust and corrosion.

For UTENSILS of DURABILITY — ECONOMY and EFFICIENCY consult your dealer about the complete line of CRUSADER Stainless Wares.



MADE OF STAINLESS STEEL



CRUSADER Stainless WARES

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Specialized equipment is the answer! Specialized equipment designed for the job does the job right; does it faster and better; saves time and money while stepping up the output of your kitchen. In the Garland line, you can choose every kind of needed equipment. *Ranges* of many types and sizes. *Broilers*, *Deep Fat Fryers*, *Roasting Ovens*, *Broiler and Griddle*, and special *Attachments* which assure flexibility to meet your needs exactly. Write for information which will assist with your planning.



TECHNICAL DATA
IDEAS - ADVICE
INFORMATION

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FOOD SERVICE
EQUIPMENT DEALER
HE IS AN EXPERT ADVISOR
AND COUNSEL

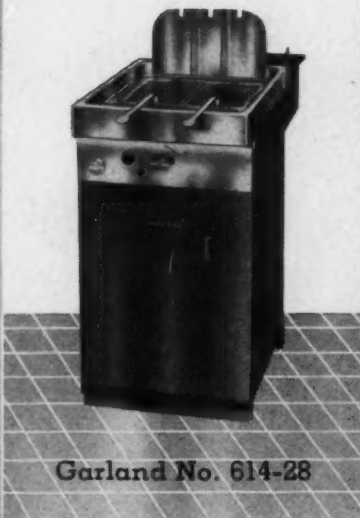
LEADER IN COMMERCIAL GAS COOKING EQUIPMENT

Ranges



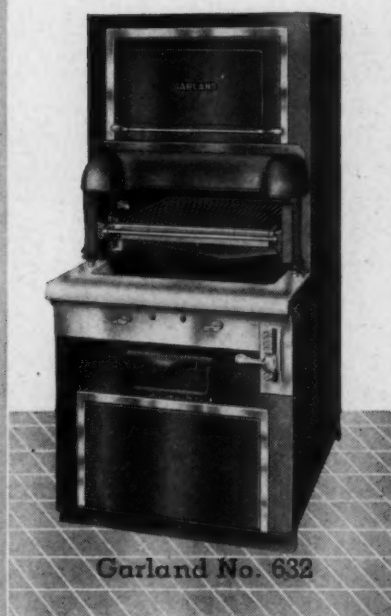
Garland No. 45-28CX

Deep Fat Fryers



Garland No. 614-28

Broilers



Garland No. 632

GARLAND

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...help make better pupils

CHILDREN cannot study efficiently if they have to strain to see. That's why leading educators and medical authorities stress the vital importance of sight conservation.

American Seating Company's Universal Better Sight Desk No. 333 is designed to encourage comfortable, correct posture and help protect eyes against strain. Movable, it can be placed to utilize natural and artificial light to fullest advantage. Its smooth-working book-rest can be set to hold books in position for maximum illumination and best visual angle and focus. Interior of the sturdy, one-piece steel book-box is accessible while the book-rest is in use.

Strong and durable construction, top-quality materials, and mar-resisting finish keep this versatile desk serviceable and attractive even after years of hard use. Thus, maintenance costs are reduced to a minimum. School-room housekeeping is made easier and more economical, too.

American Seating Company's complete line of quality school furniture includes Universal Desks; Envoy Chairs, Desks, and Tablet-Arm Chairs; Universal Tables; Steel Folding Chairs and Bodiform Auditorium Chairs. Our experienced Seating Engineers are ready to help you solve your classroom seating problems. Write today for information!



American Universal Desk No. 334



American Envoy Desk No. 362



American Bodiform Auditorium Chair

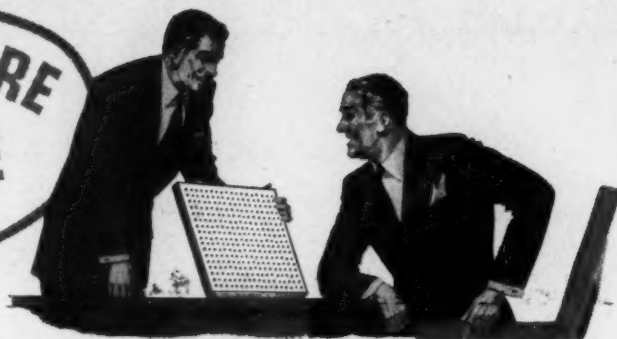
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"...your installations have greatly exceeded our highest expectations. In fact, we are amazed at the change which we have experienced due entirely to our newly installed ceilings. The acoustics are practically perfect and the usual noise which accompanies the changing of classes has been eliminated almost 100%."

Very truly yours,

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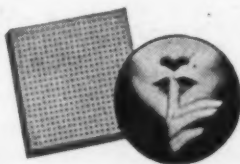
Plattsmouth City Schools have always been known for their efficient management. Selection of Acousti-Celotex* is typical of this.

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Vol. 38, No. 4, October 1946

115



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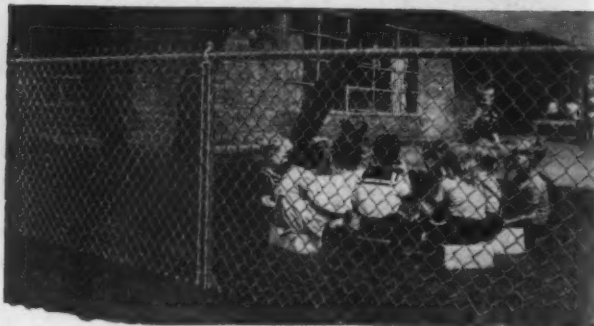


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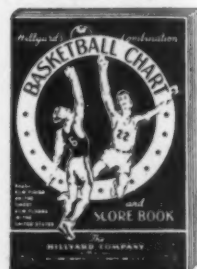


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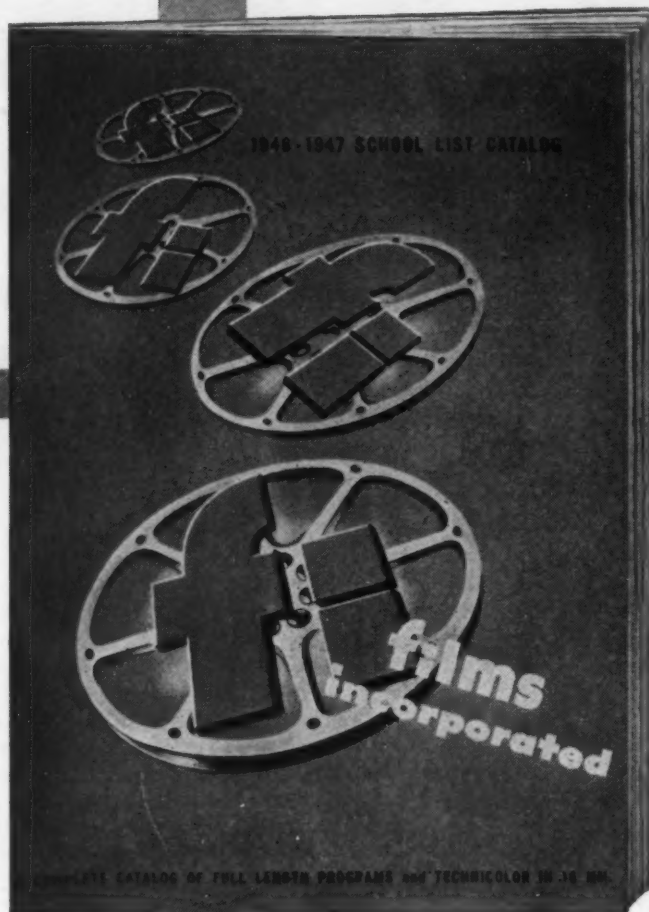
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- For almost half a century, The Arlington Seating Company has been producing equipment that meets all school requirements. Arlington tables, desks and chairs
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Remember the name—Arlington.
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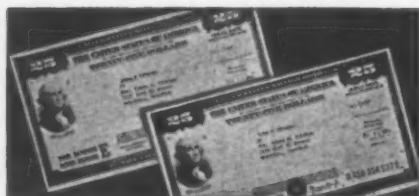
America finds a new, easy way to save

OUT of the war has come one blessing—a lesson in thrift for millions of those who never before had learned to save.

Enrolled under the Payroll Savings Plan in thousands of factories, offices, and stores, over 27 million American wage earners were purchasing "E" Bonds alone at the rate of about 6 billion dollars worth a year by the time V-J Day arrived.

With War Bond Savings automatically deducted from their wages every week, thrift was "painless" to these wage earners. At the end of the war, many who never before had bank accounts could scarcely believe the savings they held.

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From war to peace! War Bonds are now known as U. S. Savings Bonds, bring the same high return—\$25 for every \$18.75 at maturity.



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New homes to own! Thousands of new homes, like this, will be partially paid for through Bonds wisely accumulated during the next five to ten years.



Keeping cost of living in check! Buying only needed plentiful goods and saving the money which would bid up prices of scarce goods keeps your cost of living from rising. Save automatically—regularly.

Weekly Savings	SAVINGS AND INTEREST ACCUMULATED	
	In 1 Year	In 10 Years
\$ 3.75	\$195.00	\$2,163.45
6.25	325.00	3,607.54
7.50	390.00	4,329.02
9.38	487.76	5,416.97
12.50	650.00	7,217.20
15.00	780.00	8,640.42
18.75	975.00	10,828.74

Savings chart. Plan above shows how even modest weekly savings can grow into big figures. Moral: Join your Payroll Savings Plan next payday.

SAVE THE EASY WAY...
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THROUGH PAYROLL SAVINGS

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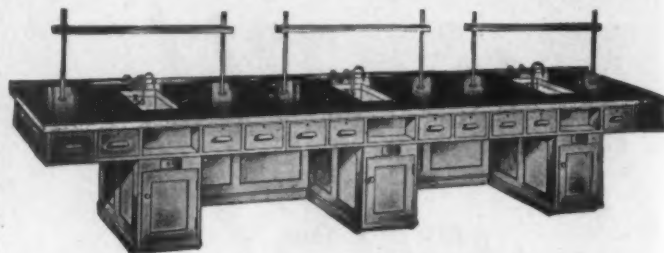
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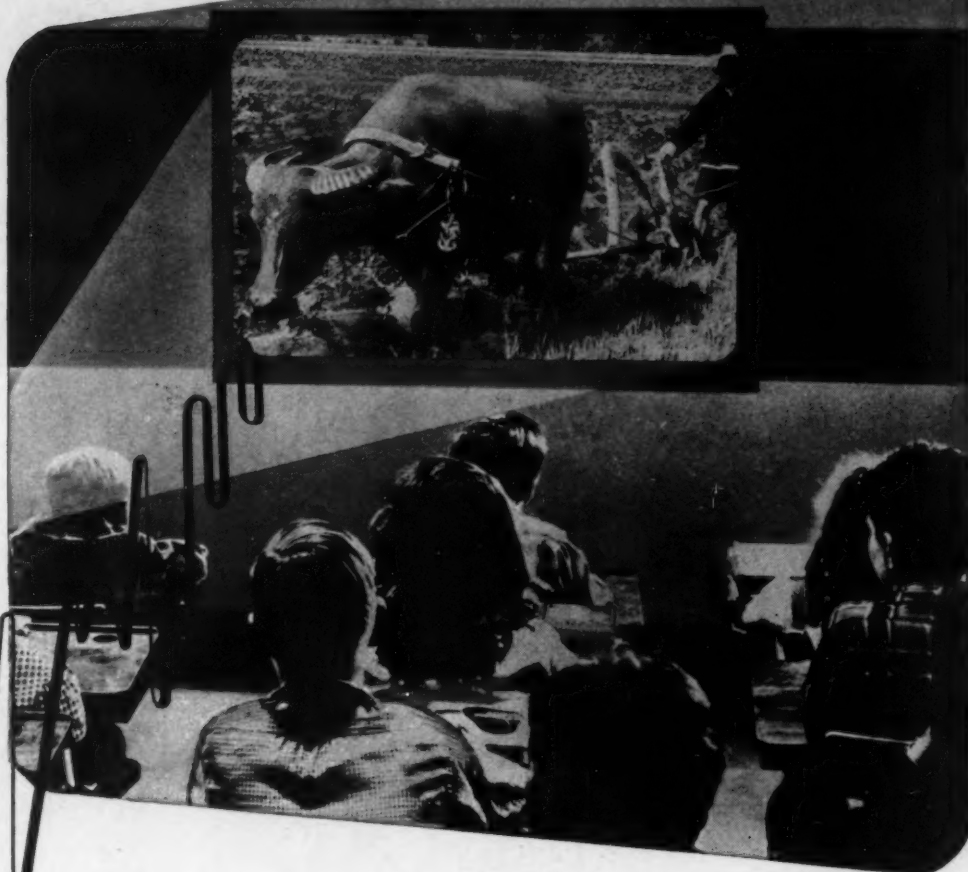
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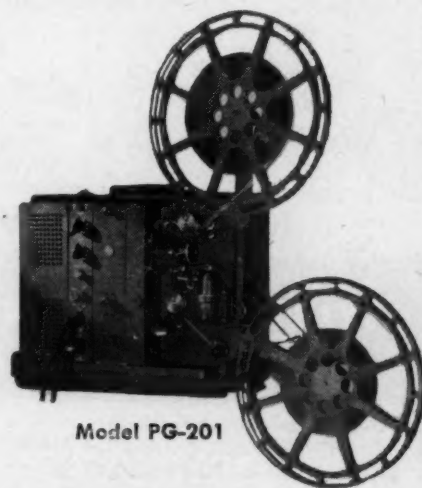
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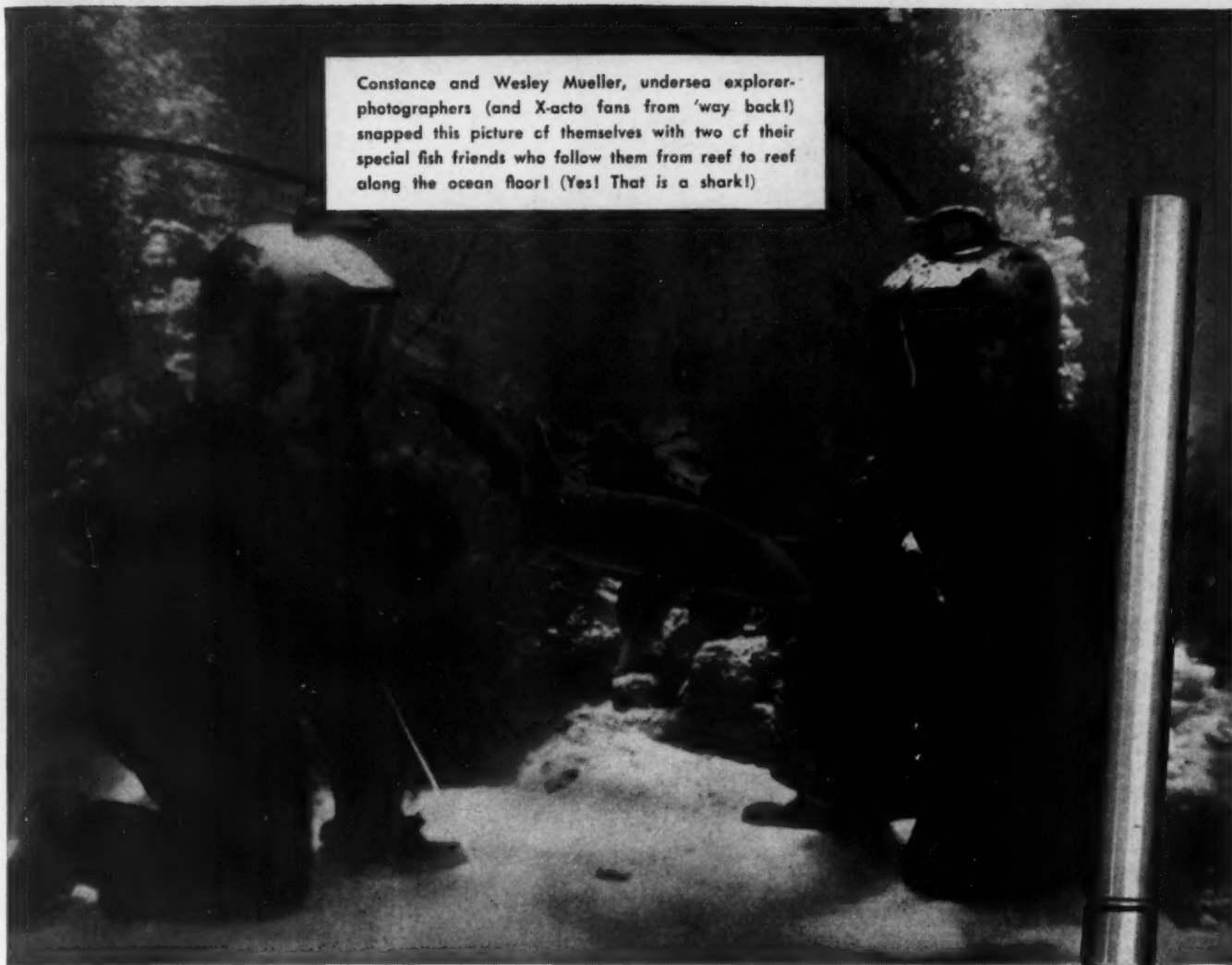
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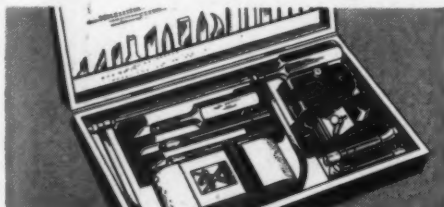
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RD-2



P570

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DOES 4 JOBS:

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The brilliant, quartz-like DOLCOROCK finish on gym floors suggests *action, speed*. But even more important than its lustrous appearance is DOLCOROCK'S high safety factor—it's *fast* without being *slippery*.

DOLCOROCK is *correct* for gym floor surfacing, as leading universities and secondary schools attest. Two coats applied to wood, cement or magnesite are sufficient for ordinary traffic, and maintenance is easy with NUFLOR, the Dolge dressing which preserves that well-cared-for effect.

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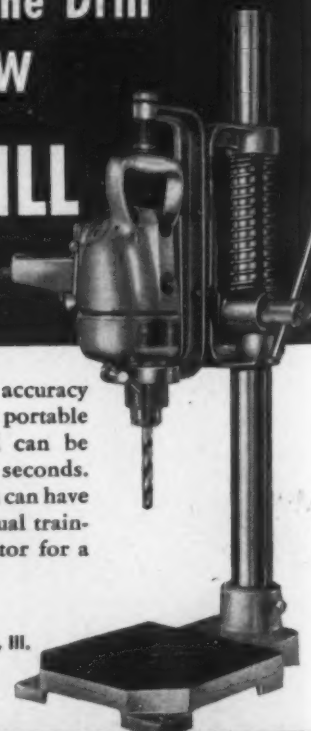
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See Sweets' Index, Sec. 17B/2

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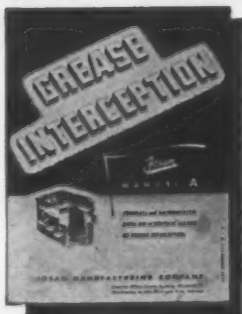
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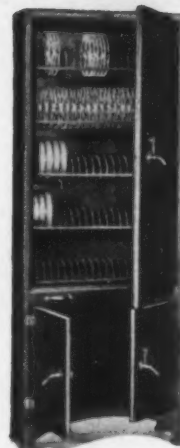
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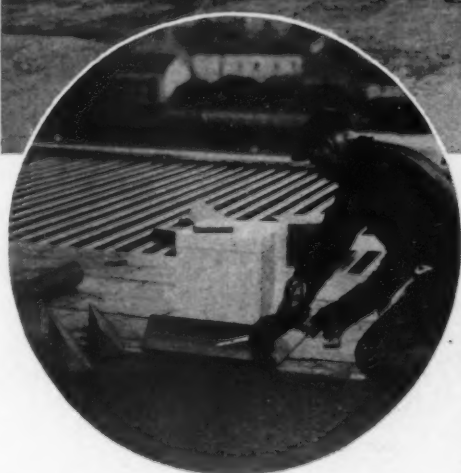
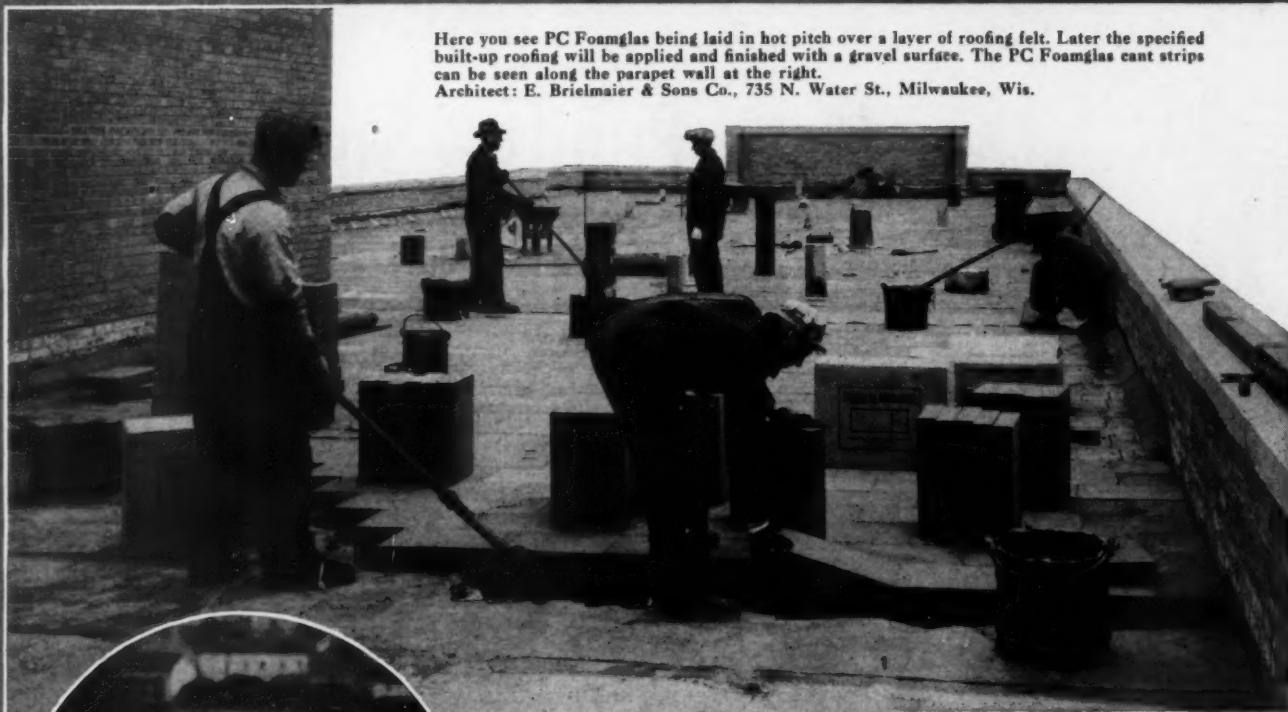
PC Foamglas is not affected by moisture, vapor, vermin, or the fumes of most acids. It is fireproof, waterproof. It does not swell, rot, flake, warp or check. Thus, factors that cause many roof insulation failures do not cause Foamglas to lose its original insulating value.

PC Foamglas licks tough insulating problems on roofs, in walls and floors. The big, oblong

blocks are light in weight, easy to handle, but still rigid, strong and durable. PC Foamglas stays where it is laid. It does not creep, slip, pack down or powder.

In all sorts of plants all over the country, wherever conditions are really tough, PC Foamglas does an efficient job. It helps to maintain temperature levels, to minimize condensation.

Here you see PC Foamglas being laid in hot pitch over a layer of roofing felt. Later the specified built-up roofing will be applied and finished with a gravel surface. The PC Foamglas cant strips can be seen along the parapet wall at the right.
Architect: E. Brielmaier & Sons Co., 735 N. Water St., Milwaukee, Wis.



Makeshift wooden cant strips have long been a source of roofing trouble. Now you can get cant strips made of PC Foamglas. You need not fear that they will check, swell, shrink or rot.



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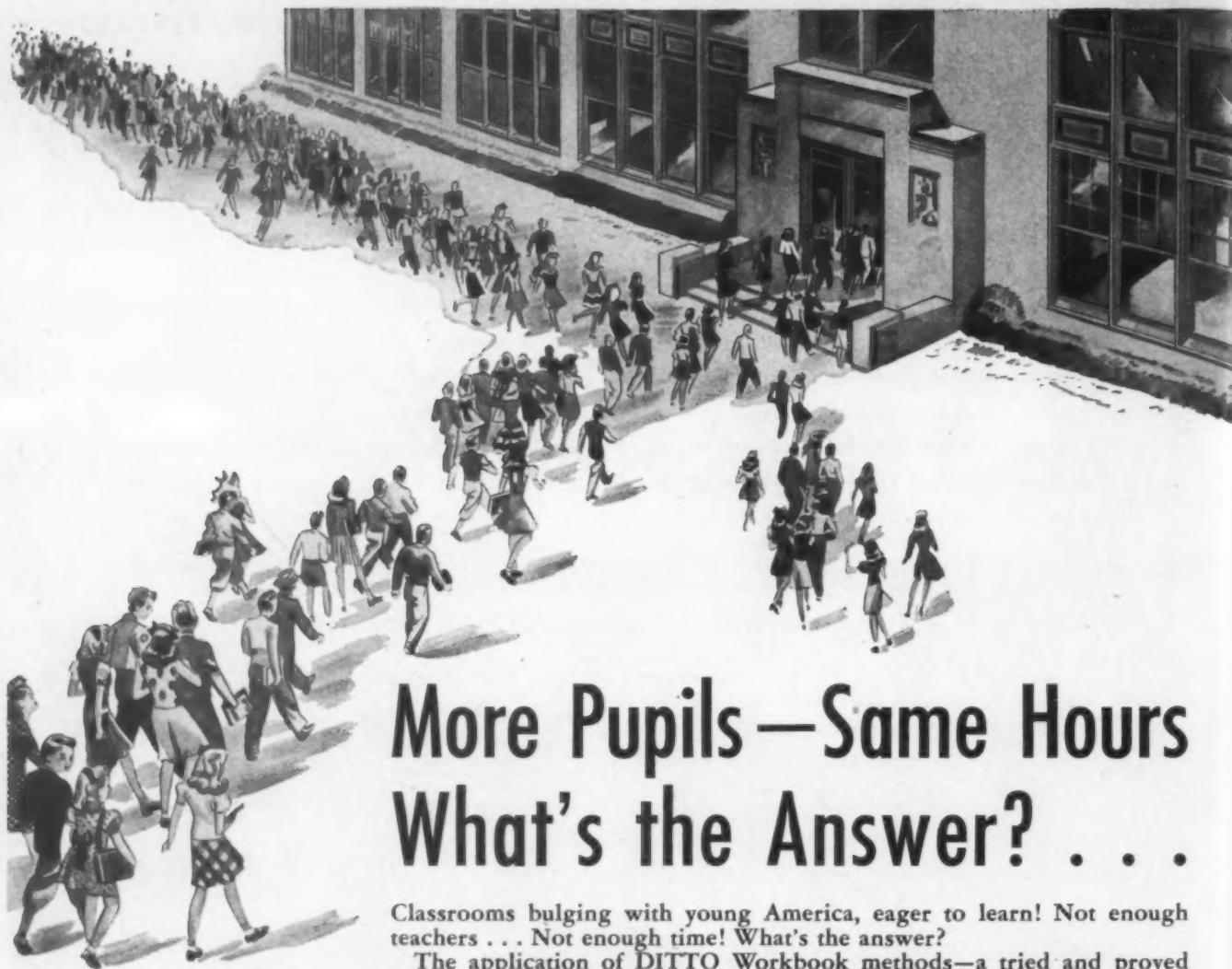
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What's New FOR SCHOOLS

The easiest way to get more information about the new products described in this section is to use the postage paid card opposite page 136. Just circle the key number on the card which corresponds with the number in the headline of each item. The NATION'S SCHOOLS will send your request to the manufacturer.

Kitchen Utility

Saves Time, Labor in Cleaning Utensils



An easy, fast, sanitary, thorough method of cleaning and sterilizing heavy kitchen utensils, garbage and waste cans and similar items of equipment is provided through use of the AerVoid Rinser, Sterilizer and Pre-Heater. Designed especially to clean, rinse, sterilize and pre-heat AerVoid Food and Liquid Carriers, it is said to be equally effective for any cans or containers with a diameter up to 21½ inches.

Most of the manual labor of cleaning large utensils is eliminated by this kitchen utility which quickly repays its small cost over and over again in time and labor saved. The AerVoid cleanser and sterilizer feeds steam and water (cold or hot) by pressure of a pedal, reaching and cleaning all parts of large kitchen utensils. Stepping on one pedal releases water; stepping on the other pedal releases steam; stepping on both pedals releases steam and water through the mixing chamber and flushes the interior.—Vacuum Can Company, 25 South Hoyne Avenue, Chicago 12, Ill.

Bus Heating Systems

Require Various Formulas

No one bus heater combination is sufficiently flexible in performance to meet the requirements of any type of bus operated anywhere in the world, according to the Evans Products Company, which has completed a set of formulas the maintenance of which requires continuous testing and experiment to keep pace with changing factors affecting heat loss. In addition to the climate in which it is operated, the make and age of the bus are additional factors altering heating requirements.

A difficult heating problem, said to be traditional in V-8 engine buses, was solved by Thermo-Aire engineers, following the setting up of an intricate array of glass tubing, flow meters, thermostats and other specialized equipment, which duplicated in full scale an actual operation of the typical V-8 engine bus heating system on the highway.—Evans Products Company, 15310 Fullerton, Detroit 27, Mich.

TNS 981

Soap Dispenser

Provides Ease of Maintenance, Dependable Operation

There are no grooves and gadgets to collect dirt on the new Turco Handisan Dispenser, an all metal, heavy duty, hand soap dispenser. White vitreous porcelain and chrome have been used to achieve a simple modern design, presenting a smooth, unseamed surface and stainless steel top which can be cleaned with one wiping movement.

The dispenser will hold a generous quantity of Turco Handisan, an effective hand cleaner with antiseptic action; the entire top of the unit is hinged and raises easily for refilling, and a concealed locking device prevents tampering. Inside, the dispenser is black vitreous-fired porcelain which facilitates the movement of the cleaning compound as it is released. The dispenser is constructed with sloping inner surface so that the compound is always directed toward the actuator, thus preventing plugging of the mechanism.

Literature about both the dispenser and the hand cleaner is available.—Turco Products, Inc., 6135 South Central Avenue, Los Angeles 1, Calif.



TNS 983

TNS 982

Individual Hot Meals

Easily Transported in New Container

Mealpack Container, Model 11, an ingenious device for transporting individual hot or chilled meals, will be a welcome addition to school meal service, for it permits delivery of meals where and when wanted and from either an inside kitchen or outside commissary facilities.

Of stainless steel, the container is insulated and has a double-seal principle which ensures a sanitary tamper-proof meal from kitchen to consumer. Its patented construction permits packaging individual freshly cooked hot meals, including hot biscuits, toast, breads, pastries, cutlery and napery for distribution and serving up to three hours after packing. Lengthy heat holds, when required, are obtained by use of thermostatically controlled holding cabinets. For most delivery and serving timetables, no external heat is needed. Spillage and intermingling of

TNS 984

juices and flavors during delivery or holding periods are eliminated by the dish and closure lid design.

Large cities or communities may now benefit by centralizing all food preparation, supervision and inspection before delivery throughout a serving radius of 25 miles. In smaller communities, Mealpack permits applying nutrition-balanced meal services at practical costs and with a minimum of capital outlay because the kitchen work can be done frequently by existing local catering, hotel, restaurant, club or church kitchen facilities. The system even permits pre-ordering menus for lower grade pupils a week in advance so that parents may help coordinate home diets with those eaten at school.—Mealpack Corporation of America, 152 West Forty-Second Street, New York 18, N. Y.

Automatic Feature

TNS 985

Offers New Technics in Slidefilm Presentation

The automatic feature embodied in the Aids Equipment Corporation's new sound slidefilm projector is said to open up whole new technics in slidefilm presentation. With the record arm in place and a filmstrip in the projector, no other action is necessary. The equipment operates by itself, changing frames as the narration flows from the high quality amplifier. The instructor can devote his time to the class; semi-animation is possible; there are no more bells and beeps, no more manual operation of the projector; remote control permits individuals to narrate their own filmstrips if they wish.

Present slidefilms can be made automatic in only a few days. Filmstrips using the old nonautomatic records can be re-recorded and the filmstrip brought up to date. In most instances, the cost of converting the old filmstrips to the new automatic technic will be less than the original cost of recording, it is reported, or, in the case of silent filmstrips, only a slight additional charge will be required.—Aids Equipment Corporation, 131 West Fifty-Second Street, New York 19, N. Y.



New Bactericide

TNS 986

Is Odorless and Nonvolatile

Hyamine 1622, a new bactericide 200 times more effective on germs than is phenol (carbolic acid), widens the whole sanitizing field because of its two outstanding properties: It is odorless and nonvolatile. Hyamine 1622, a quaternary ammonium compound, is a white, fluffy, crystalline powder

readily soluble in water. It is stable, nonirritating, nonflammable, possesses low toxicity to warm-blooded animals and does not injure fabrics, metals or paint surfaces.

Solutions containing Hyamine 1622 left standing in either open or closed containers lose none of their original effectiveness but gain in disinfectant strength because the percentage to volume of Hyamine 1622 in them increases in proportion to the amount of liquid lost by evaporation.

The wetting and emulsifying properties of Hyamine 1622 are of great advantage in the preparation of germicidal cleaning solutions, ensuring thorough wetting and penetration into cracks and crevices, normally difficult to disinfect. When used as a sanitizing rinse, the solution remaining on the disinfected surface becomes more and more concentrated as water evaporates and, since the active ingredient is nonvolatile, disinfection continues until the surface is dry.

Hyamine solutions are particularly efficacious in disinfecting clothes, towels and linens. Textiles absorb the solution, minimizing the possibility of later contamination, an important consideration for laundries connected with schools.—The Rohm and Haas Company, 222 West Washington Square, Philadelphia 6, Pa.

Fungus Protection

TNS 987

Offered for All Filmosound Projectors

The special process developed by Bell and Howell during the war to render military and naval sound projectors resistant to fungus and moisture is now available to individual owners of Filmosound projectors. The "tropicalization" process, which includes the coating of projector and amplifier components and wiring with a special fungus-inhibiting material, is recommended for use in localities where the climate is excessively humid. It is applicable both to new Filmosounds and to those already in use. Processing can be arranged for through the factory or through any branch office of the company.—Bell and Howell Company, 7100 McCormick Road, Chicago 45, Ill.

Music Transposer

TNS 988

Aid in Composing, Arranging, Harmonizing

Teachers, pupils, musicians, composers and arrangers are expected to find in the new Lawrence Music Transposer a preventive measure for the headaches that accompany transposing music from one key to another. With this handy instrument, transposition is reduced to a mere task of reading from the original key on one line to the new key directly below. An additional aid in composing, arranging or harmonizing is the provision that all of the notes of 14 different chords can be found instantly in any desired key.

Normally the back of the rule lists tables of key signatures and other useful musical data, but all or part of

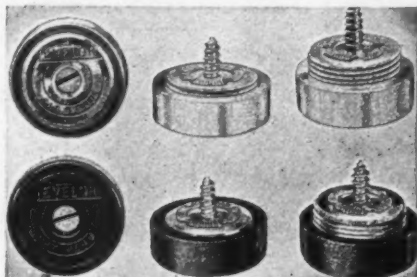


these tables can be omitted to permit the name of the school or some such similar imprint 1 inch in height and from 2 to 8 inches long. Single rules sell for 50 cents delivered, and special low prices are offered on quantity orders. More detailed information is available from the manufacturer.—Lawrence Engineering Service, 70 Evand Street, Peru, Ind.

Self-Locking Casters

TNS 989

Solve Problem of Wobbly Furniture



The distracting situation which occurs when furniture wobbles because the pieces are sitting on uneven floors or half on and half off the rugs can be remedied easily by

the use of Levelor Casters. They are molded of durable plastic in clear and mahogany finish, can be attached to all types of furniture legs and have a unique and patented feature which permits finger-tip adjustment with automatic locking. Fractional height adjustments are made possible by means of a screw thread arrangement, and readjustment to new height positions is accomplished by unlocking with a slight downward pull. Four Levelors retail for 89 cents.—Levelor Sales Corporation, 46 Clinton Street, Newark 2, N. J., and 231 South La Salle Street, Chicago 6, Ill.

Data on Fluorescent Fixtures

TNS 990

Presented in "Wrap-Around" Catalog Packet

Specifications and installation data on 11 standardized commercial fluorescent fixtures suitable for lighting school units are presented in a new "wrap-around" catalog packet just issued by Sylvania Electric Products. Installation in single or continuous rows as well as the easy maintenance features of not having to remove nuts or screws to relamp the fixtures and the simplicity with which the hinged louvers and glass diffusing panels can be swung open and lifted clear for cleaning are explained.—Sylvania Electric Products, Inc., Salem, Mass.

Low-Cost Flooring

TNS 991

Designed for General Utility Areas

Armstrong's Accoflor provides a low-cost, durable, yet attractive floor which is said to be ideal for general utility areas. This covering can be installed over concrete, wood, magnesite, metal, tile, terrazzo or marble subfloors, on or above grade. Its resilient yet tough mastic composition, bonded to an asphalt saturated felt backing, is said to be long wearing, quiet and restful underfoot and easy to maintain. Because of its thermoplastic qualities, surface damages to Accoflor, such as cuts and indentations, normally smooth out under regular floor use. It comes in rolls.—Armstrong Cork Company, Floor Division, Lancaster, Pa.

Heat-Treating Furnace

TNS 992

Available for Classroom, Laboratory, Workshop

A versatile heat-treating furnace in the low cost field is now available for classroom, small laboratory or workshop, utilizing temperatures up to and including 1850° F.

Known as Pereco Model 220-W, this new furnace is applicable in plastics, heat-treating of metals up to its peak range, porcelain enameling, jewelry enameling and laboratory control work, in addition to its ceramic application. It is built for either laboratory or production work, including hardening, annealing, drawing, carburizing or melting metals; preheating high speed steels, melting or annealing glass and ceramic firing, even the baking of enamels to metallic surfaces.

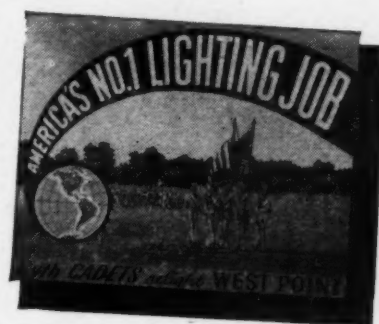
It is quality insulated and has a wall-thick hinged door and resistance wire wound embedded elements for heating to its high temperature. The 220-W operates on 115 volts and draws 1500 watts.—Pereny Equipment Company, 842 North Pearl Street, Columbus, Ohio.

Data on Lighting

TNS 993

Presented in Colorful Folder

"America's No. 1 Lighting Job," a new folder just released by the Edwin F. Guth Company, contains valuable data on school lighting, for it describes and illustrates in full color the relighting of the United States



Military Academy at West Point with Guth Cadets. The information contained in the folder is based on the lighting research and eyesight studies which preceded the installation. Copies are free upon request.—Edwin F. Guth Company, 2615 Washington Boulevard, St. Louis 3, Mo.

Granulated Bouillon

TNS 994

Adds Zest, Nutritive Value to Dishes

Recipes using Fleischmann's Stox Granulated Bouillon have been compiled in a booklet prepared by Standard Brands. Although the bouillon contains no meat, it has a savory, meatlike flavor that adds zest to dishes. It can be used to take the place of meat stock in soups, gravies, sauces; added to meat and to meatless dishes to give richness and flavor appeal, and even to add interest to sandwiches and salads as well as to increase their nutritive value. The product is made with hydrolyzed proteins, yeast-vegetable extract, salt, vegetable fat and spices and is said to be an excellent source of B complex vitamins.

Recipes are included for cocktails, entrees, salads, salad dressings, sandwich spreads, sandwiches, sauces, soups and interesting miscellaneous dishes. In addition, directions for the product's general use are presented, and one section is devoted to food equivalents in weights and measures by commodities.—Standard Brands, Inc., 595 Madison Avenue, New York 22, N. Y.

Dehydrated Onions

TNS 995

Eliminate Painful Preparation, Reduce Storage Space

Dehydrated onions, a new product known as "Magic Onion," eliminate tearful hours of peeling and chopping, in addition to providing uniform quality, control of taste and control of cost. Moreover, storage problems are reduced to a minimum and there can be no spoilage or shrinkage.

Grown only in California and Arizona, these dehydrated onions may be used for any purpose for which fresh onions are used: salads, stews, soups and flavoring of various dishes. Each No. 10 can equals 17 pounds of fresh, raw onions; one case equals 100 pounds of raw onions, and storage requirements are reduced 90 per cent.—H. J. Heinz Company, P. O. Box 57, Pittsburgh 30, Pa.

Fire Protection

TNS 996

Products Described in Catalog Sections

Two catalog sections describing products for protection against fires have been prepared by the B. F. Goodrich Company and are available upon request. The fire hose is the subject of the first section, which lists the company's brands of fire hose, including tables on sizes and weights. The second section is devoted to the recently introduced carbon dioxide fire extinguisher which weighs only 15 pounds but has proved effective in extinguishing fires before they get a good start.—The B. F. Goodrich Company, Akron, Ohio.

Paint Thinner

TNS 997

May Be Used in Many Architectural Finishes

Reducit, an all-purpose paint thinner, may be used for reducing almost any type of paint product, except lacquers or shellac, and is said to be an ideal substitute for turpentine. It may be used in any architectural finish where turpentine would ordinarily be used and works equally well in synthetic types of paints and enamels.

Reducit is recommended for use in flat paints, house paints, primers, undercoaters, varnishes, bulletin paints and all types of enamels, including synthetics. It cleans brushes quickly and easily and has no disagreeable odor. The product is available in pints, quarts, gallons, 5 gallons and drums.—O'Brien Varnish Company, 101 North Johnson Street, South Bend 21, Ind.

Projectionist's Handbook

TNS 998

Aid to Student Operator

The 1946 Audio-Visual "Projectionist's Handbook," a pictorial manual for the guidance of the student operator, is now available. An authoritative, fully graphic manual on good showmanship for the educational or training film user, the illustrated booklet is complete with two color threading diagrams, pictorial charts and other visualizations and includes detailed steps for putting on a good audio-visual program. Film departments in schools can order copies at quantity discounts.—Publishers of Business Screen, 157 East Erie Street, Chicago 11, Ill.

Film Catalog

TNS 999

Guide to Schools in Making Selections

A valuable guide in the selection of 16 mm. sound and silent, black and white and natural color films for educational or recreational use is provided in the DeVry Corporation's new 136 page Film Catalog. More than 1000 films are listed and described and all are currently available on rental basis, many for outright purchase.

Hundreds of new releases are cataloged for the first time. In addition to classroom teaching subjects, a wealth of film subjects and 2 by 2 color slides for church use are included. A special 32 page insert is devoted exclusively to 16 mm. sound recreational films, including many major Hollywood film productions approved by the Legion of Decency and by the National Board of Review as particularly suited for school, church or family presentation.

Copies of the catalog may be obtained free upon request.—DeVry Film Library, DeVry Corporation, 1111 Armitage Avenue, Chicago 14, Ill.

FILM RELEASES

Primary Health Series

TNS 1000

A Day With Bobby and Ellen.—New series of five 35 mm. Teach-O-Filmstrips designed for use in the primary grades to develop the basic concepts and attitudes relating to everyday health habits. Titles are "Getting Ready for Bed," "Getting Ready for School," "A Day in School," "After School Hours" and "At Home, in the Evening." Each consists of approximately 40 frames, organized as self-contained teaching units and accompanied by a teaching guide containing a photographic reproduction of all of the five Teach-O-Filmstrips. Price of the entire series, consisting of five filmstrips and guides, is \$15, or \$3 per filmstrip.—Audio-Visual Division, Popular Science Publishing Company, 353 Fourth Avenue, New York 10, N. Y.

Educational, Sports

TNS 1001

Educational filmstrips in English, plane geometry and primary reading and sports filmstrip in football can be used in any 35 mm. strip-film projector:

English.—Ten filmstrips—four on spelling; three, grammar; three, vocabulary; 500 frames.

Plane Geometry.—Series of 16 filmstrips, 630 frames. Subjects chosen through nationwide survey of geometry teachers.

Primary Reading.—Fifteen favorite children's stories in color illustrations supervised by Mrs. Florence Matthews Tchaika, writer and editor of children's books; 15 filmstrips, 24 frames each.

Football.—Analysis of 14 basic plays of the T-Formation, prepared under supervision of Howie Odell, Yale coach. Use of color enables each student player to follow his position. More than 450 frames.

Any one of series listed may be had for \$50, except the children's stories which are \$22.50. A football motion picture may be had in combination with the football filmstrip at \$70 for the two.—Curriculum Films, Inc., RKO Building, Radio City, New York 20, N. Y.

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PRODUCT INFORMATION AND ADVERTISEMENTS

HERE IS AN EASY WAY to obtain information about products advertised in this issue or described in the "What's New" pages. Check the convenient card below, tear out and mail—no postage is required.

The publishers of The Nation's Schools offer this free service with the idea that data on products is an essential part of the equipment of the school administrator's office. When we receive the card from you, we immediately pass on your request to each manufacturer whose number has been checked, with the request that he forward further details promptly. Thus, with a single card, you can get information on as many or as few items as you wish.

Also, this card makes it possible to detach without defacing any essential part of the issue.

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